

**A TRANSLATION ANALYSIS OF COLLOQUIAL EXPRESSIONS IN
THE CHILDREN'S STORYBOOK ENTITLED *THE SECRET LIFE OF MS
WIZ* BY TERENCE BLACKER**



**Submitted as a Partial Fulfillment of Requirement for the Sarjana Sastra
Degree from English Department Faculty of Letters and Fine Arts**

**By:
NUR IMANI SHADRAH
C0305052**

**ENGLISH DEPARTMENT
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
2010**

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C0305052**

**Approved to be examined before the Board of Examiners
Faculty of Letters and Fine Arts
Sebelas Maret University**

Thesis Consultant

**Dyah Ayu Nila Khrisna, S.S, M.Hum
NIP. 198302112006042001**

Head of English Department

**Dr. Djatmika, MA
NIP. 196707261993021001**

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By:
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Accepted and approved by the Board of Examiners
Faculty of Letters and Fine Arts
Sebelas Maret University
On June 22nd 2010

Chairman	Drs. Riyadi Santosa, M.Ed, PhD (NIP. 196003281986011001)	()
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First Examiner	Dyah Ayu Nila K., S.S, M.Hum (NIP. 198302112006042001)	()
Second Examiner	Ida Kusuma Dewi, S.S, MA (NIP. 197105251998022001)	()

Dean of Faculty of Letters and Fine Arts
Sebelas Maret University

Drs. Sudarno, MA
NIP. 195303141985061001

PRONOUNCEMENT

Name : Nur Imani Shadrah

NIM : C0305052

The researcher whole-heartedly states that this thesis entitled *A Translation Analysis of Colloquial Expressions in the Children's Storybook entitled The Secret Life of Ms Wiz by Terence Blacker* is originally made by the researcher. The things related to other people's work are written in quotations and included within the bibliography.

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Surakarta, June 22nd 2010

The researcher

Nur Imani Shadrah

MOTTOS

*Maka sesungguhnya bersama Kesulitan ada Kemudahan,
Sesungguhnya bersama Kesulitan ada Kemudahan. Maka
apabila engkau telah selesai dari sesuatu urusan, tetaplah
bekerja keras untuk urusan yang lain, dan hanya kepada
Tuhanmulah engkau berharap.*

(Q.S. Al Insyiroh: 5-8)

*THERE ARE SO MANY PROBLEMS IN THE WORLD
WAITING FOR YOU TO SOLVE THEM
(PP)*

*YESTERDAY IS A HISTORY...
TOMORROW IS A MYSTERY...
BUT, TODAY IS A GIFT.
(KP)*

*EVERY SMALL JOB, IF IT IS DONE WELL MEANS A LOT
(Bee)*

DEDICATION

*I DEDICATE FOR
MY BELOVED FAMILY
AND THOSE WHO HAVE COLOURED MY LIFE
WITH LOVE AND PAIN*

ACKNOWLEDGEMENT

Alhamdulillahirobbil'amin....

Subhanalloh walhamdulillah walaailahailalloh wallohuakbar....

Many praises I present to Alloh 'Azza Wajalla for the miracle hand that guide and help me to finish my thesis. I do believe it happens because of compassionate and merciful from Alloh 'Azza wajalla. I also would like to thank to:

1. The Dean of Faculty of Letters and Fine Arts, Drs. Sudarno, M.A, for approving this thesis.
2. The Head of English Department, Dr. Djatmika, M.A, for the permission to conduct this thesis.
3. My thesis consultant, Dyah Ayu Nila Khrisna, S.S, M.Hum, for her concern, patience, trust, cares, guidances, and critical advices.
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5. All the lecturers who have taught and given me valuable knowledge.
6. My three raters for accessing my research data and my key informant for verifying my data. You are all very helpful.
7. My beloved family (the strong and patient Mama, the wise and lovely Papa, the patient and sweet mba' Danti, the unpredictable and loving Ninda, the cutest mas Arshad, and the nice mas Tri). I am glad because I am blessed to get and to have you all, the best things in my life. Love you much....
8. Akhowat Hanifah (Husna, Nia, mba' Pipit, Lia, Tika, Fitri, Dian, Nita, Ucha, Iin, Sinta) and the alumnae of Hanifah that I can not mention one by one. Thanks for all the love, pain, best time and guidance. You are my best teacher in life. Love you my sisters....
9. Gulon's Angel, my old friends (Ovi and Unul) and my new friends (Mitha and Atik), for everything (motorcycle rental and rented room. Don't ask me for paying! hahaha...)

10. D' Fellowship of Thesis (Woro 'rupet', Eliz, Arum, and Ismi). It's not the end, but it's the beginning. Hope the best for all of you.
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12. English Department (ED) '05 community. Keep Your Spirit!!
13. *Cah-cah* KKPM Gemantar (Erva 'vava', Fitri 'pipit', mba 'ngenges' Estu, Jeng Endah 'mamanya popo', Dian Eko, Dian Kusum, Ifah, Indah, Umi 'Jayus', Arifiana, Dwi, Evi, Pak Wahyu, Amigo Rama, Romi 'miing', Wisnu 'nunu', Suroyo 'yoyo', Venda 'pepen', Yoyok A) for becoming my new family. Push yourself to the limit!!

I do believe that my thesis is far from being perfect. Suggestions, recommendations, and supportive criticisms are whole-heartedly accepted. Hopefully, this little project will be useful for English Department students.

Surakarta, June 22nd 2010

The researcher

Nur Imani Shadrah

TABLE OF CONTENTS

The Approval of the Consultant	ii
The Approval of the Board of Examiner	iii
Pronouncement	iv
Mottos	v
Dedication	vi
Acknowledgement	vii
Table of Contents	ix
The List of Tables	xi
Abstract	xii
 Chapter I: INTRODUCTION	
A. Research Background	1
B. Research Limitation	4
C. Problem Statement	4
D. Research Objectives	4
E. Research Benefits	5
F. Thesis Organization	5
 Chapter II: LITERATURE REVIEW	
A. Definitions of Translation	7
B. Problems of Translation	8
C. Translation Techniques	10
D. Translation Quality Assessment	18
E. Language Varieties	20
F. Style of Language	21
G. Colloquial Language	24
H. Children's Storybook	26
I. Indonesian Colloquial Language	28
J. Ms Wiz Review	31
K. Review of Related Study	32

Chapter III: RESEARCH METHODOLOGY

A. Research Type and Design	33
B. Data and Source of Data	34
C. Sampling Techniques.....	35
D. Method of Data Collection	36
E. Technique of Data Analysis.....	38
F. Research Procedure.....	39

Chapter IV: RESEARCH FINDINGS

A. Introduction.....	40
B. Research findings	
1. The Types of colloquial expressions found in the children's storybook <i>The Secret Life of Ms Wiz</i>	40
2. The translation techniques used by the translator to translate colloquial expressions in the children's storybook <i>The Secret Life of Ms Wiz</i>	46
3. The analysis of the quality of translation in term of accuracy and acceptability.....	60
4. The effect of the translation techniques on accuracy and acceptability....	73

Chapter V: CONCLUSION AND SUGGESTION

A. Conclusion.....	84
B. Suggestion.....	87

REFERENCES

APPENDICES

THE LIST OF TABLES

Table 1. The Scale of Accuracy Measurement.....	36
Table 2. The Scale of Acceptability Measurement.....	37
Table 3. The Data Number of Single Words.....	41
Table 4. The Data Number of Clipped Words.....	42
Table 5. The Data Number of Contractions.....	43
Table 6. The Data Number of Verb-adverb Combinations.....	45
Table 7. The Research Findings of Translation Techniques.	46
Table 8. The Research Findings in terms of Accuracy.....	60
Table 9. The Research Findings in terms of Acceptability.....	67
Table 10. The Percentage of Translation Techniques on Accuracy.....	73
Table 11. The Percentage of Translation Techniques on Acceptability.....	78

ABSTRACT

Nur Imani Shadrah. C0305052. 2010. *A Translation Analysis of Colloquial Expressions in the children's storybook entitled The Secret Life of Ms Wiz by Terence Blacker*. Undergraduate Thesis, Surakarta. English Department, Faculty of Letters and Fine Arts. Sebelas Maret University.

The focus of this research is the translation analysis of colloquial expressions in the children's storybook entitled *The Secret Life of Ms Wiz* by Terence Blacker. The objectives of this study are to find out the types of colloquial expression, to find out the translation techniques used by the translator to translate colloquial expression, and to know the effect of the translation techniques used on the quality of the translation in terms of accuracy and acceptability.

This research used a descriptive-qualitative and quantitative method and was designed as a single-embedded case study. It used document and informant sources. Total sampling was applied to collect the data. The data were obtained by using content analysis and questionnaire. In content analysis, the researcher collected the data by selecting the dialogues among the characters containing colloquial expressions. The data found were 247 data. The form of questionnaire was a close-open ended. The questionnaire was distributed to three raters who are translation experts.

The research findings from 247 data show that: (1) there are four types of colloquial expressions found in the children's storybook. They are 45 data of single words, 2 data of clipped words, 191 data of contractions, and 9 data of verb-adverb combinations; (2) there are eleven translation techniques found in the children's storybook. They are adaptation (2 data), amplification (15 data), borrowing (12 data), calque (43 data), generalization (one datum), literal translation (27 data), modulation (12 data), reduction (137 data), deletion (15 data), transposition (29 data), and synonym (9 data); (3) the quality translation of colloquial expression in the children's storybook, *The Secret Life of Ms Wiz*, are (a) from the accuracy point of view, there are 230 or 93.1% accurate data, 16 or 6.5% less accurate data, and one or 0.4% inaccurate datum. The average score of the mean for accuracy is 1.08 meaning that the translation is accurate; (b) from the acceptability point of view, 226 data or 91.5% are acceptable, 13 data or 5.3% are less acceptable, and 8 data or 3.2% are unacceptable. The average score of the mean for acceptability is 1.12 meaning that the translation is acceptable; (c) the most accurate technique is reduction which contributes the major data (132 data) of 230 accurate data. The least accurate technique is deletion which contributes one inaccurate datum of one inaccurate datum found; (d) the most acceptable technique is reduction which contributes the major data (135 data) of 226 acceptable data. The least acceptable technique is borrowing which contributes the major data (7 data) of 8 unacceptable data.

This research can be used as an input for lecturers to give the understanding about colloquial expression to the students. This research is expected to give additional information for students, especially English Department students, about colloquial expression that can improve their knowledge. Hopefully, there will be further research of colloquial expression.

ABSTRAK

Nur Imani Shadrah. C0305052. 2010. Analisis Penerjemahan Ekspresi Kolokial pada buku cerita anak yang berjudul *The Secret Life of Ms Wiz* oleh Terence Blacker. Skripsi, Surakarta. Sastra Inggris, Fakultas Sastra dan Seni Rupa. Universitas Sebelas Maret.

Fokus penelitian ini adalah analisis penerjemahan ekspresi-ekspresi kolokial dalam buku cerita anak berjudul *The Secret Life of Ms Wiz* oleh Terence Blacker. Tujuan penelitian ini adalah untuk menemukan jenis-jenis ekspresi kolokial; untuk menemukan teknik-teknik penerjemahan yang digunakan oleh penerjemah untuk menerjemahkan ekspresi kolokial; untuk mengetahui pengaruh dari teknik-teknik penerjemahan tersebut pada kualitas terjemahan dalam kaitannya dengan tingkat keakuratan dan tingkat keberterimaan.

Penelitian ini menggunakan metode deskriptif-kualitatif dan kuantitatif. Penelitian ini didesain sebagai studi kasus tunggal. Penelitian ini menggunakan sumber data dokumen dan informan. Sampling total digunakan untuk mengumpulkan data-data. Data-data diperoleh dengan menggunakan analisis konten dan kuesioner. Pada analisis konten, peneliti mengumpulkan data-data dengan memilih dialog-dialog diantara tokoh-tokoh cerita yang mengandung ekspresi kolokial. Data yang ditemukan sebanyak 247 data. Bentuk kuesioner adalah *close-open ended*. Kuesioner didistribusikan kepada tiga rater yang merupakan para ahli penerjemahan.

Hasil penelitian dari sejumlah 247 data menunjukkan bahwa: (1) Ada empat jenis ekspresi kolokial yang ditemukan di dalam buku cerita anak tersebut. Jenis ekspresi kolokial tersebut yaitu: *single word* sebanyak 45 data, *clipped word* sebanyak 2 data, *contraction* sebanyak 191 data, dan *verb-adverb combination* sebanyak 9 data; (2) Ada sebelas teknik penerjemahan yang ditemukan di dalam buku cerita anak tersebut. Beberapa teknik penerjemahan tersebut adalah: *adaptation* (2 data), *amplification* (15 data), *borrowing* (12 data), *calque* (43 data), *generalization* (one datum), *literal translation* (27 data), *modulation* (12 data), *reduction* (137 data), *deletion* (15 data), *transposition* (29 data), dan *synonym* (9 data); (3) Kualitas terjemahan ekspresi kolokial di dalam buku cerita anak *The Secret Life of Ms Wiz*, sebagai berikut: (a) dilihat dari sudut keakuratan pengalihan pesan, ada 230 atau 93.1% data yang akurat, 16 atau 6.5% data yang kurang akurat, dan satu atau 0.4% data yang tidak akurat. Skor rata-rata penilaian untuk tingkat keakuratan adalah 1.08 yang menunjukkan bahwa terjemahan buku cerita anak tersebut adalah akurat; (b) dilihat dari sudut keberterimaannya, ada 226 data atau 91.5% yang berterima, 13 data atau 5.3% yang kurang berterima, dan 8 data atau 3.2% yang tidak berterima. Skor rata-rata penilaian untuk tingkat keberterimaan adalah 1.12 yang menunjukkan bahwa terjemahan buku cerita anak tersebut adalah berterima; (c) teknik yang paling akurat adalah *reduction* yang berkontribusi data akurat paling banyak (132 data) dari 230 data akurat yang ditemukan. Teknik yang paling tidak akurat adalah *deletion* yang berkontribusi satu data tidak akurat dari satu data tidak akurat yang

ditemukan; (d) teknik yang paling berterima adalah *reduction* yang berkontribusi data berterima paling banyak (135 data) dari 226 data berterima yang ditemukan. Teknik yang paling tidak berterima adalah *borrowing* yang berkontribusi data berterima paling banyak (7 data) dari 8 data berterima yang ditemukan.

Penelitian ini dapat dijadikan sebagai input bagi para pengajar atau dosen untuk memberikan pemahaman tentang bahasa kolokial pada para mahasiswa. Penelitian ini diharapkan dapat memberikan informasi tambahan bagi para mahasiswa, terutama mahasiswa Sastra Inggris, tentang bahasa kolokial yang nantinya diharapkan mampu meningkatkan pengetahuan mereka. Peneliti sangat berharap bahwa akan ada penelitian lebih mendalam lagi tentang bahasa kolokial.

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Nur Imani Shadrah¹
Dyah Ayu Nila Khrisna, S.S, M.Hum²

ABSTRACT

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¹ Mahasiswa Jurusan Sastra Inggris dengan NIM C0305052

² Dosen Pembimbing

**ANALISIS PENERJEMAHAN EKSPRESI KOLOKIAL
PADA BUKU CERITA ANAK YANG BERJUDUL *THE
SECRET LIFE OF MS WIZ* OLEH TERENCE BLACKER**

Nur Imani Shadrah¹
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¹ Mahasiswa Jurusan Sastra Inggris dengan NIM C0305052

² Dosen Pembimbing

Chapter I

INTRODUCTION

A. Research Background

Translation is an activity which is closely related to the language. It deals with transferring message between two different languages; source language and target language. Through this translation, people from different countries who speak different languages are able to communicate each other.

Any language used as a means of communication is generally divided into two. They are standard and non-standard form. English has these two kinds of forms as well, standard and non-standard English. One of the definitions of Standard English is given by Trudgill (1974: 17):

Standard English is the variety of English which is used in print and which is normally taught in schools and to non-native speakers learning the language. It is also the variety which is normally spoken by educated people and used in news broadcasts and other similar situations. The difference between standard and non-standard, it should be noted, has nothing in principle to do with differences between formal and colloquial language, or with concepts such as 'bad language'. Standard English has colloquial as well as formal variants, and Standard English speakers swear as much as others.

Based on the definition, it can be said that Standard English is usually used in printed media (such as newspaper and books) and formal situation.

On the other hand, in informal situation, people mostly speak non-standard language. For example, when they are speaking with persons they know well or with whom they are currently maintaining a close relationship such as family and friends framed in a party or family gathering.

Colloquial as stated in Trudgill's definition above is included in the informal language. It is "the use of informal expressions appropriate to everyday speech rather than to the formality of writing, and differing in pronunciation, vocabulary or grammar" (<http://www.answers.com/topic/colloquialism>). Colloquial expression is often called as daily speech since this expression is used in everyday communication. It usually emerges inside the dialogues between speakers. Another definition mentions that "colloquial is used in everyday communication, immediate contacts between communication partners, in a dialogue. Colloquial is oral speech, realized in the form of dialogue. It's not prepared in advance, and it's not planned" (<http://courses.urc.ac.ru/eng/u3-5.html>).

Furthermore, colloquial expression is also found in written text including literary works such as novel and short story. It appears inside the dialogues between the characters of the story. For example, in the children's storybook entitled *The Secret Life of Ms Wiz* by Terence Blacker, the dialogues also contain many colloquial expressions. Here are some examples of colloquial expression found in the storybook.

Example 1:

SL: He seems a nice enough **chap**

TL: Kelihatannya dia *pria* yang cukup baik.

The word *chap* belongs to colloquial expression in the form of single word. To know whether a single word is a colloquial expression or not, it can be checked in dictionary. In the Oxford Learner's Dictionary (1995: 185), the definition of *chap* is a man or boy. The translator translated *chap* into *pria*. The

translation is accurate since *pria* has the same meaning with man. Man is usually translated into *pria* or *laki-laki* in Indonesian. It also sounds natural. In the story, *chap* refers to Brian Arnold, Ms Wiz's husband. Husband is a man to whom a woman is married (Oxford Learner's Dictionary, 1995: 584). A man is more mature than a boy. In *Kamus Besar Bahasa Indonesia* (2002:895), the meaning of *pria* is *laki-laki dewasa*, so that the translator preferred *pria* to *laki-laki*.

Example 2:

SL: ...but we're getting dumped big-time by the frothies on this stretch,
y'know?

TL: ...tapi kami digempur abis oleh buih-buih di sini, **y'know?**

Here, *y'know* belongs to colloquial expression in the form of contractions. In this example, the translator does not translate *y'know* into the target language. The translator just keeps the original form. This translation is still accurate since the translator may use some techniques of translation. The contraction form of *y'know* sounds strange for Indonesian children as the main target readers. By keeping the original form, the process of transferring message from source language into target language is not delivered well.

From the phenomenon above, the researcher is interested in conducting further research about the quality of translation of colloquial expressions found in *The Secret Life of Ms Wiz* related to accuracy and acceptability.

B. Research Limitation

The researcher focuses on the analysis on the types of colloquial expressions contained the dialogues in the children's storybook entitled *The Secret Life of Ms Wiz*, the translation techniques used by translator to translate them, the effect of the translation techniques on the accuracy and acceptability.

C. Problem Statements

1. What are the types of colloquial expressions found in the children's storybook entitled *The Secret Life of Ms Wiz*?
2. What are the translation techniques used by the translator to translate colloquial expressions in the children's storybook entitled *The Secret Life of Ms Wiz*?
3. How is the effect of the translation techniques used on the quality of translation in term of accuracy and acceptability?

D. Research Objectives

1. To find out the types of colloquial expressions found in the children's storybook entitled *The Secret Life of Ms Wiz*.
2. To find out the translation techniques used by the translator to translate colloquial expressions in the children's storybook entitled *The Secret Life of Ms Wiz*.
3. To know the effect of the translation techniques used on the quality of translation in term of accuracy and acceptability.

E. Research Benefits

1. Lecturers

This research can be used as an additional reference for the lecturers in teaching the translation subject, especially, in the field of colloquial expression.

2. English Department students

The researcher has great expectation that this research can increase the English Department students' knowledge, especially for students of Translation, and also can give additional information related to colloquial expression.

3. Other researcher

The result of this research is expected to be an additional reference for the other researchers who want to conduct a further research about colloquial expression.

F. Thesis Organization

This research will be arranged as follows:

Chapter I : **Introduction** consists of Research Background, Research Limitation, Problem Statement, Research Objectives, Research Benefits, and Thesis Organization.

Chapter II : **Literature Review** consists of Definitions of Translation, Problems of Translation, Translation Techniques, Translation Quality Assessment, Language Varieties, Style of Language,

Colloquial Language, Children's Storybook, Indonesian Colloquial Language, Ms Wiz Review, and Review of Related Study.

Chapter III : **Research Methodology** consists of Research Type and Design, Data and Source of Data, Sampling Techniques, Method of Data Collection, Technique of Data Analysis, and Research Procedure.

Chapter IV : **Research Findings** consists of Introduction and Research Findings.

Chapter V : **Conclusion and Suggestion**

Chapter II

LITERATURE REVIEW

A. Definitions of Translation

The term translation is defined differently by many experts in translation. Larson simply defines translation as a transfer of meaning from source language into the receptor language (in Wuryantoro, 2005: 131). Isadore Pinchuck (in Ma'mur, 2005: 117) said that translation is "a process of finding a TL equivalent for a SL utterance". Wills states that translation is "a transfer process which aims at the transformation of a written SL text (SLT) into an optimally equivalent TL text (TLT) and which requires the syntactic, the semantic and the pragmatic understanding and analytical processing of the SL text" (in Nadar, 2005: 190). Thus in translation, there is not merely a process of transferring meaning of two different language systems from two different languages (SL into TL) but also a process of finding the equivalence of SL in TL.

Another definition is proposed by Nida and Taber (1974: 12) that "translating consist in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style". Nababan (2003: 21) gives a detail definition about style. Style in translation is focused on the correspondence of language formality level between the source text and target text. In other words, a translator has to determine what kind of language variety which fits the kind of text being

translated. For instance, if a translator translates a scientific text, he/she must use scientific language variety.

From the definitions above, it can be concluded that translation is the process of transferring message from source language into target language. Finding the closest natural equivalent of the source language message becomes the main problem of translation. Besides, language variety used in translation must agree with the type of text being translated.

B. Problems of Translation

Translators usually face some difficulties in process of translation. It is a common thing since they must transfer message or idea between two languages which have different language system. Nababan (2003: 48-51) states five problems in translation as follows:

1. Lexical Meaning

Lexical meaning is *“makna unsur-unsur bahasa sebagai lambang atau peristiwa dan lain sebagainya”* (Nababan, 2003: 48). Baker states that “The lexical meaning of a word or lexical unit may be thought of as specific value it has in a particular linguistic system and the personality it acquires through usage within that system” (1992: 12). It also refers to the meaning based on dictionary since the words inside have solely meaning which separate from its context and its application. It is stated by Kridalaksana (in Nababan, 2003: 48) *“Makna leksikal ini dipunyai unsur-unsur bahasa lepas dari penggunaannya atau konteksnya”*. For example, there are six meaning of the word *bad*, i.e.

jahat, buruk, jelek, susah, tidak enak, busuk. The word bad will not have an exact meaning until it is used in sentence (Nababan, 2003: 49)

2. Grammatical Meaning

Kridalaksana explains that "*Makna gramatikal ialah hubungan antara unsur-unsur bahasa dalam satuan yang lebih besar, misalnya hubungan suatu kata dengan kata yang lain dalam suatu frasa atau klausa*" (in Nababan, 2003: 49). As the example, the word *can* means *kaleng* (as an object/noun) or *mengalengkan* (as a predicate/verb), depends on the position in a sentence.

3. Contextual and Situational Meaning

Kridalaksana defines contextual and situational meaning in Nababan (2003: 49) as "*hubungan antara ujaran dan situasi di mana ujaran itu dipakai*". It also can be said that in contextual meaning, the meaning of words relates to the situation where the language is used. The utterance *Good morning!* means *Keluar!* if it is said by an employer to his/her employee who always comes late.

4. Textual Meaning

Textual meaning relates to the content of a text or discourse. A word may have different meaning in different genre of text. For example, in biology text, morphology means the scientific study of the form and structure of animal and plants, while in linguistics text; it means the study of the forms of words. (Nababan: 2003: 50)

5. Socio-cultural Meaning

Socio-cultural meaning is closely related to the socio-cultural aspect of the language user. For instance, the word *marhusip* in Batak Toba language closely relates to the tradition of marriage. Literarily, the word means *berbisik* in Indonesian. However, in Batak Toba tradition of marriage, it has wider and deeper meaning than *berbisik*. Because of that, the translator has to let the word *marhusip* written in Batak Toba. (Nababan, 2003: 51)

C. Translation Techniques

According to Nababan, translation technique is “*prosedur untuk menganalisis dan mengklasifikasikan bagaimana kesepadanan terjemahan berlangsung dan dapat diterapkan pada berbagai satuan lingual*”. Therefore translation techniques can be regarded as the realization of decision making process which can be identified through translation product. Molina and Albir (2002: 509-511) give some techniques commonly used:

1. Adaptation

This technique replaces source text cultural element with one from the target culture, e.g. to change *baseball*, for *fútbol* in a translation into Spanish.

2. Amplification

This technique introduces details that are not formulated in the source text: information, explicative paraphrasing, e.g. when translating from Arabic (to Indonesian) to add *the Muslim month of fasting* to the noun *Ramadan*.

Footnotes are a type of amplification. Amplification is in opposition to reduction.

3. Borrowing

This technique takes a word or expression straight from another language. It can be pure (without any change), e.g. to use the English word *flash disk* in a Indonesian, or it can be naturalized (to fit the spelling rules in the TL) e.g. the word *komputer* in Indonesian.

4. Calque

Literal translation of a foreign word or phrase; it can be lexical or structural, e.g. the English translation *interest* into *tingkat suku bunga*

5. Compensation

This technique introduces a source text element of information or stylistic effect in another place in the target text because it can not be reflected in the same place as in the source text.

6. Description

This technique replaces a term or expression with a description of its form or/and function, e.g. to translate the Italian *panettone* as *traditional Italian cake eaten on New Year's Eve*.

7. Discursive creation

This technique establishes a temporary equivalence that is totally unpredictable out of context, e.g. the translation of the title of books or movies.

8. Established equivalent

This technique uses a term or expression recognized (by dictionaries or language in use) as an equivalent in the target language.

9. Generalization

This technique uses a more general or neutral term, e.g. to translate the word *becak* to *vehicle*.

10. Linguistic amplification

This technique adds some linguistics elements. This is often used in consecutive, interpreting and dubbing. It is an opposition to linguistic compression.

11. Linguistic compression

This technique synthesizes linguistics elements in the target text. This is often used in simultaneous interpreting and in subtitling. It is an opposition to linguistics amplification.

12. Literal translation

This technique translates a word or an expression word-for-word, e.g. *I will call you* is translated into Indonesian *Saya akan menelepon kamu*.

13. Modulation

This technique changes the point of view, focus or cognitive category in relation to the source text; it can be lexical or structural, e.g. to translate as *you are going to have a child*, instead of, *you are going to be a father*.

14. Particularization

This technique uses a more precise or concrete term, e.g. *air transposition* into *helikopter* in Indonesian.

15. Reduction

This technique suppresses a source text information item in the target text, e.g. *the month fasting* in opposition to *Ramadan* when translating into Arabic. It is in opposition to amplification.

16. Substitution

This technique changes linguistic elements for paralinguistic elements (intonation, gestures) or vice versa, e.g. to translate the Arab gesture in putting your hand on your heart as *Thank you*. It is used above all in interpreting

17. Transposition

This technique changes a grammatical category, e.g. changing the verb of source language into noun in target language.

18. Variation

This technique changes linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc., e.g. to introduce or change dialectal indicators for characters when translating for the theater, changes in tone when adapting novels for children, etc.

Molina and Albir (2002: 506) state that there is confusion about giving terminology for technique of translation. Suryawinata and Hariyanto (2003: 67-76) use a term 'strategy' to call translation technique. According to them, translation

strategies deal with tactics used by the translator to render words, phrases, clauses, and sentences of the original text. They divide translation strategies into two main types. The first one is structural strategies dealing with sentence structure. The second one is semantic strategies dealing with the message being transferred.

1. Structural Strategies

The strategies consist of addition, subtraction, and transposition. Most of these strategies are obligatory. It means that the strategy must be done to make the translation sounds natural and acceptable.

a. Addition

This strategy is applied by adding words in the target language due to differences between source language and target language structure. For example:

SL: Saya tidak mengira kalau kamu bisa datang hari ini.
 TL: I *do* not expect that you can come today.

b. Subtraction

It refers to the reduction of structural elements in target language. For example:

SL: You should *go* home.
 TL: Kamu mesti pulang.

c. Transposition

Transposition changes the original language to obtain equivalent effect. The changes can be in the form of plural to singular form, the change of adjective position, and the change of sentence structure as a whole (Newmark, 1988: 85). It is an obligation when the meaning of source language can not be accepted and

understood by readers without transposition. Transposition is optional when this strategy is applied due to language style. For example:

SL: *Musical instruments* can be divided into *two basic groups*.

TL: *Alat musik* bisa dibagi menjadi *dua kelompok dasar*.

SL: It is a great mistake to keep silent about the matter.

TL: Berdiam diri tentang masalah itu merupakan kesalahan besar.

2. Semantic Strategies

a. Borrowing

The original words of source language are taken in the target language because there are no equivalents in the target language. Borrowing includes transliteration (keeping the original word as a whole, both pronunciation and writing) and naturalization (adapting the pronunciation and writing of source language word with target language norms), for example, the word *rice-cooker* into *rice-cooker* (transliteration) or *computer* into *komputer* (naturalization).

b. Cultural equivalent

The source language words containing cultural material are replaced by cultural equivalent in the target language. Since the culture between one language and another is different, there is a great possibility of not transferring the meaning accurately. However, this strategy makes the sentences natural and easy to read. For example: *Jaksa Agung* (Indonesian) is translated into *Attorney General* (English), and *sonovabitch* (English) is translated into *si brengsek* (Indonesian).

c. Descriptive equivalent

It is used to describe the meaning or function of source language word (Newmark, 1988: 83-84). As an example, it is not sufficient to translate *samurai*

in Japanese into *kaum bangsawan*. It should be translated using descriptive equivalent becomes *aristokrat Jepang pada abad XI sampai XIX yang menjadi pegawai pemerintahan*.

Meanwhile, in componential analysis the source language word is translated by explaining componential meaning of the word. Componential analysis is employed to translate general word. For example, the sentence “Gadis itu *menari dengan luwesnya*” (Indonesian) is translated into “The girl is dancing *with great fluidity and grace*” (English).

a. Synonym

The use of target language synonym which more or less has the same meaning as the source language word can also be applied. For example:

SL: What a *cute* baby you’ve got!

TL: Alangkah *lucunya* bayi anda!

b. Official translation

This kind of translation has been standardized and written in a book. For example, *read-only memory* is translated into *memori simpan tetap*.

c. Constriction and expansion meaning

Constriction refers to the constriction meaning of source language word. For example, the translation of *automobile* becomes *mobil*. Expansion is the antonym of constriction. For example, the translation of the word *whale* becomes *ikan paus*. *Paus* in Indonesian language means *the Pope* in English. Therefore, the word *ikan* is added to clarify the meaning.

d. Addition

Translator adds additional information in translation version because the target readers need it. This additional information can be put within the text, at the bottom of the page (in the form of footnote) or at the end of the text (Newmark, 1988: 91-92). This strategy is usually employed to translate cultural items, technical terms or terms in other field of studies.

e. Omission or Deletion

It means that there are certain words which are not translated considering the fact that the words are not too significant for the whole text or it is difficult to translate those words. For example:

SL: "Sama dengan raden ayu ibunya," katanya lirih (BBM:11)
 TL: "Just like her mother," she whispered.

f. Modulation

The translator sees the source language meaning from different point of view (Newmark, 1988: 88). The strategy is applied when the translation using literal meaning does not produce natural translation. For example:

SL: I broke my leg
 TL: Kakiku patah

SL: Tiada banding!
 TL: There was no comparison.

D. Translation Quality Assessment

Translation purposes to produce a product which can be understood easily by readers. A translation must be able to transfer the message of SL into TL properly so that it can bring a good understanding to the readers. To make the readers understand, a translation must fulfill a good quality.

Newmark said that translation quality assessment is very important since it becomes a significant link between translation theory and its practice (1988: 184). Meanwhile, Nababan (2003: 86) explains that translation quality assessment is focused on three main things: the accuracy of transferring message, the accuracy of expressing the message into the target language and the language naturalness of the translation. Similarly, Larson (1984: 3) stated that a translation is considered good if it covers three criteria are accurate (accuracy), natural (acceptability), and clear (readability).

Shuttleworth and Cowie (1997: 3) state as follows:

Accuracy is a term used in translation evaluation to refer to the extent to which a translation matches its original. While it is usually refers to preservation of the information content of ST in TT, with an accurate translation being generally literal then free, its actual meaning in the content of a given translation must depend on the type of equivalence.

Simatupang (in Beti, 2007: 20) explains that the accuracy includes whether the content of the source language is translated accurately into the target language or not and whether there is an addition or deletion in the translation. The translator may not add or delete the text being transferred. TT must have the same message as ST has. Addition and deletion may be chosen as one of the techniques to find the equivalence in TL.

Acceptability deals with the language naturalness of the translation which is compatible with the target language system (Beti, 2007: 21). A translation which is thought as acceptable should fulfill the requirement of “reading as an original” written in target language rather than that of “reading as the original” (Toury in Shuttleworth and Cowie, 1997: 2). A translation is acceptable when the readers feel like reading an original text written in target language. It means that the target text sounds natural. As stated by Finlay, translation should give the sense of the original in such a way that the reader is unaware that he/she is reading a translation (in Wuryantoro, 2005: 131).

Richards et al (in Nababan, 2003: 62-63) states: “readability...how easily written materials can be read and understood”. Larson argues this readability test is urgently important since “a translation may be accurate but still not communicate to the people who are use to it. The forms of the language used should be those which make the message of the source text as easy to understand as the source text itself was to understand” (1984: 531). Since a translation is purposed for target readers, the message being transferred must be understandable to them. The translator should be able to compose the meaning in a familiar pattern in TL so that the message is successfully delivered.

Richards et al (in Nababan, 2003: 62-63) also add that readability depends on average sentence length, number of new words and grammatical complexities of the language used. Meanwhile, Nababan (2003: 64-78) explains some factors of low readability which makes the text difficult to be understood. They include the

use of foreign and regional words, the use of ambiguous words and sentences, the use of foreign language in sentences, the use of incomplete sentence and so on.

From those explanations, it can be concluded that a good translation has high degree of accuracy, acceptability and readability. A translation must be accurate in meaning and sound natural for the readers so that translation can be easily understood.

E. Language Varieties

Hudson (1980: 24) defines variety of language as a set of linguistic items with similar social distribution meaning used by the same speaker or community. It is stated (glossary terms) that a language varieties are systemic variants of the usage of a language, determined by individual and/or group characteristic, including standard and non-standard usage, and norms as well as deviations from these norms. (http://www.csa.com/discoveryguides/ebonics/gloss_f.php)

Standard and non-standard English are categorized as varieties of English. Trudgill (1974: 17), standard English is a dialect. Unlike any other English dialects, Standard English is the most important dialect in the English speaking world from a social, intellectual and cultural point of view. It does not have an associated accent. It is usually used in printed media (newspapers and books), associated with education and used in broadcasting world and other public contexts. It is more easily described in terms of the written language (vocabulary, spelling, grammar) than the spoken language (Yule, 1996: 227).

Non-standard English is usually related to people having low status in society. Therefore, it is labeled as “bad” or “vulgar” language while Standard English is known as “good” English. Non-standard English has greater variety than standard one. The fact shows that the diversity in non-standard speech is geographic. Various groups of non-standard speaker have their own speech-forms. For instance, occupational group such as fishermen, bakers, dairy workers and so on have their own technical language. Criminals in various countries develop a kind of dialect known as secret dialect (Bloomfield, 1961: 18-19).

F. Style of Language

Coupland gives definition of style “Style refers to ways of speaking – how speakers use the resource of language variation to make meaning in social encounters. Style therefore refers to the wide range of strategic actions and performances that speakers engage in, to construct themselves and their social lives”(http://www.cambridge.org/catalogue/catalogue.asp?isbn=9780521618144&ss=fro). De Vito (Alwasilah, 1985: 51) defines that “style is the way in which the speaker or writer utilizes the resources of his language, the choice he makes and arrangement or patterns which result”. Thus, style simply refers to the various ways of speaker or writer in using their resources of language to communicate with others. Further Perkkanen (2007: 1) explains about style:

The term style is often associated with the distinctive way an individual uses language, but another common way of looking at the concept is to categorize styles as types of discourse used by a group or groups of people and based on the functions of language, i.e. types of language used for specific purposes (functional categorization). Style can refer to broad categories such as written and spoken language, or fact and fiction, or such

main categories may be divided into subcategories depending on purpose and situation.

In practice, a speaker or a writer can use different styles of speaking. It can be very formally or informally. They can change or can choose the style of language depending on purpose and situation. In line, Wardhaugh (1998: 48) also gives definition of style, i.e.:

...the speaker can adopt different styles of speaking. You can speak very formally or very informally, your choice being governed by circumstances. Ceremonial occasions almost invariably require very formal speech, public lectures somewhat less formal, casual conversation quite formal, and conversation between intimates on matters of little importance may be extremely informal and casual.

Nida (1975: 175) divides five distinguishable levels or styles of language.

They are as follows:

1. Frozen Style

The frozen style is the most formal style, which is used in very formal situations and ceremonies. In written forms, this style can be found in historical documents for example constitution and other necessary state documents. A fixed liturgy is the most extreme example of the frozen style.

2. Formal Style

The formal style is used between persons who are unknown to each other but in this case, the setting is formal, for example, a university lecture hall, parliamentary chambers, or a public auditorium. The formal style employs fuller and more precise forms, closer conformity to written style, avoidance of clipped phrases and reduction of colloquial expressions. For example, an

English speaker is likely to employ *may* rather than *might*, *cannot* rather than *can't*, *will not* rather than *won't*, etc.

3. Consultative Style

The consultative style occurs between people who do not know each other and who are talking about something which is neutral in emotive value. The setting is not formal and therefore the source is not expected to employ formal language. It is also called contact language or backchannel behavior.

4. Casual Style

The casual style normally occurs between people who know each other (in-group friends and acquaintances) and in setting where the participants are relaxed. The two principle characteristics of this style are ellipses and slang, often including some taboo terminology. This casual style may also occur between persons who do not know each other, but who are operating in a very familiar setting-bargaining in a market or store.

5. Intimate Style

The intimate style occurs only between people who are well acquainted and who have shared many linguistic experiences. As a result, they may employ extreme ellipses and private vocabularies which would not be intelligible to outsiders. In intimate style, people are communicated by supplementary codes of proximity (such as facial gestures, smell and touch), so that language becomes quite secondary for conveying message.

G. Colloquial Language

Colloquialisms are expressions appropriate to informal spoken language but ordinary inappropriate to more formal (usually written) language. Colloquialisms (from Latin *colloqui*, to speak with, converse) abound in spoken and familiar English and do not reflect unfavorably on the speaker's education. (Partridge in *The Encyclopedia Americana*, 1990: 262)

The word colloquial is defined by American College Dictionary as quoted in McCrimmon, (1963: 137-138) “characteristic of or appropriate to ordinary or familiar conversation rather than formal speech or writing”. Barzegar (2008) defines that “a colloquialism is any word or expression, which might appropriately be used in conversation among ordinary or educated people” (<http://www.translationdirectory.com/articles/article1541.php>).

In the scale of formality, Barzegar (2008) explains that colloquial is a higher style than slang and it differs from the formal standard language in pronunciation, choice of word, and sentence structure (<http://www.translationdirectory.com/articles/article1541.php>). In line, Popowich et al (1997) state that colloquial language contains a good deal of idiomatic expressions and slang, and is frequently ungrammatical (<http://www.mt-archive.info/TMI-1997-Popowich.pdf>).

Further McCrimmon (1963: 143) describes colloquial English as follows:

1. relatively short simple sentences, often grammatically incomplete, with few rhetorical devices;
2. a generous use of contractions (I'll, we've, didn't, can't), clipped words (cab, exam, phone), and the omission of relative pronouns (who, which, that) which would be retained in a formal style;
3. a vocabulary marked by general avoidance of learned words and by inclusion of some less objectionable slang terms;

4. a simplified grammatical structure which leans heavily on idiomatic constructions and sometimes ignores the fine distinctions of formal grammar and;
5. a personal or familiar tone, which tries to create the impression of speaking intimately to the reader.

According to Partidge (in The Encyclopedia Americana, 1990: 262), colloquialism may consists of five types. They are in the form of:

1. Single words

Here, single word is an informal word which is usually used in daily speech. To know whether a single word is a colloquial expression or not, it can be checked in Oxford Advance Learner's Dictionary (Hafidah, 2007: 36-37). The examples are "*folks*" for "*relatives*" ("Did you meet my folks?") or "*tremendous*" for "*excellent*" ("The movie was tremendous.");

2. Clipped words

Clipped word is a new word which is formed by shortening the original word. The original word is shortened by omitting one syllable or more, for example the word *phone* is clipped word of *telephone*, "*lab*" is clipped word of *laboratory*, "*bike*" is clipped word of *bicycle* (Hafidah, 2007: 38);

3. Short picturesque words for technical terms

It is a short and picturesque word which is used as a variation to call another technical term, such as "*bugs*" for "*insects*" or for "*mechanical faults*" (Hafidah, 2007: 39);

4. Contractions

Contraction is a shortened form of one or two words by omitting internal letter. In a contraction, an apostrophe takes the place of the missing letter or letters (Hafidah, 2007: 39-40). Some examples are “*we’ll*” or “*can’t*”;

5. Verb-adverb combinations

This combination consists of verb followed by adverb, such as “*put out*” for “*expel*”, “*extinguish*”, “*publish*”, “*inconvenience*”, “*embarrass*”, or “*retire*” (in baseball) or “*lay off*” for “*discontinue work or activity*”, “*rest*” (Hafidah, 2007: 41).

From those definitions above, it can be concluded that colloquial language is informal expression which is more acceptable than slang and more appropriate for informal speech and writing than in formal speech and writing. The expressions often deviate from the standard grammar since they use the pronunciation, grammar, and vocabulary of everyday speech.

H. Children’s Storybook

Nowadays, translation for children is highly needed as well as the flood of children’s literature, such as children’s story book. Stolze (2003: 209) states that “The flood of children’s literature and of constantly new translations and rewritings of classical works, however, shows that this task is not seen as so easy as one might naïvely imagine”. Puurtinen (in Hornby, Pochhacker, Kaindl. 1994:

83) explain numerous reasons why it is still a problematic and yet fascinating occupation.

Firstly, children's books are aimed at two different groups of readers: on the one hand, they are above all intended for the primary target group, children, but on the other hand, they must simultaneously appeal to adult readers (parents, teachers, critics), who are the buyers and who constitute the taste-setting background authority.

Secondly, children's literature is governed by various changing principles and norms -didactic, ideological, moral, ethical, religious- which determine what kind of literature children are provided with in a certain culture at a certain time. In some countries, children's literature may be used primarily or even exclusively as an ideological and educational instrument. More or less conspicuous didactic undertones are, however, always present.

Thirdly, the special characteristics of the child readers, their comprehension and reading abilities; experience of life and knowledge of the world must be borne in mind so as not to present them with overly difficult, uninteresting books that may alienate them from reading, but rather to produce books that induce children to read more.

Those aspects mentioned above highly effect on the formulation of the plot, characterization, and language of a children's book.

In translating children's book, acceptability becomes the main goal. It relates to "children with their imperfect reading abilities and limited experience of life are not expected to tolerate as much as strangeness and foreignness as adult readers" (Puurinen in Hornby, Pochhacker, Kaindl, 1994: 84). Stolze (2003: 208) also has same opinion, "And this seems particularly true regarding the translation for children, since those are widely seen to be different from adults in their capacity in understanding a text, perceiving pictures, and strange words".

In order to achieve acceptability, translator is usually allowed and even expected to adjust the source text in content, language, including stylistic level and readability. Hermans (in Stolze, 2003: 208) agreed that "all translating implies

a degree of manipulation of the source text for a certain purpose”. This adjustment is purposed to make the translation compatible for children.

There are some criteria for a good translated children’s storybook related to the acceptability aspects. They are *dynamic style* (i.e. simple syntactic constructions with finite verbs are preferred), *readability* (easy to read and understand), and *speakability* (easy to read aloud fluently) (Puurтинен in Hornby, Pochhacker, Kaindl, 1994: 85).

I. Indonesian Colloquial Language

Dwiraharjo (Indratmo, 2005: 1) gives the definition of colloquial language that is “*bahasa yang dipakai sehari-hari oleh masyarakat yang tinggal di daerah tertentu. Kolokial biasa juga disebut sebagai bahasa sehari-hari, bahasa percakapan*”. Pateda adds that colloquial “*kadang-kadang disebut bahasa pasar*” (in Indratmo, 2005:1). Indratmo (2005: 1) explains that:

Sebagai bahasa percakapan sehari-hari, maka kolokial tergolong di dalam ragam lisan, bukan tulis (Abdul Chaer, 1995: 88). Di dalam ragam lisan, komunikasi cenderung bersifat praktis, bahkan kadang-kadang “melanggar” aturan-aturan tata bahasa. Bahasa percakapan sehari-hari bertujuan semata-mata untuk mengungkapkan maksud pembicara. Jika mitra bicara sudah mengetahui maksud yang diungkapkan pembicara maka komunikasi sudah berhasil. Oleh karena itu Kolokial dinilai sebagai bahasa pasar yang lebih rendah dari bahasa baku. Kolokial adalah bahasa yang tidak begitu khas bagi lapisan sosial tertentu, tetapi lebih khas bagi situasi bertutur tertentu, yakni situasi santai (Basuki Suhardi, 1995:163). Kosakatanya berupa kata-kata yang telah mengalami penurunan sesuai situasi.

Colloquial Indonesian has its roots in Betawi Malay (Kozok, 2008:1).

Kozok also adds that “Colloquial Indonesian differs only slightly from Standard Indonesian in phonology, morphology, syntax, or lexicon. It should also be

emphasized that the rules of Colloquial Indonesian are to a large degree ‘inconsistent’ as many speakers will frequently use a mix of colloquial and standard language” (2008:1). He gives some features of colloquial Indonesian as follows:

- Eliminating one or few letters of the word, for example:
 - *habis* (depleted/ finished/emptied) into *abis*
 - *tahu* (know) into *tau*
- Replacing letter **a** with **e** in some words (Javanese influence and Betawi Malay influence), for example:
 - *benar* (correct) into *bener*
 - *pintar* (smart) into *pinter*
 - *malas* (lazy) into *males*
 - *segar* (fresh) into *seger*
 - *sama* (same/with) into *same/ame*
- Addition/ exclusion of silent consonants and glottal stops to the beginning/ends of words:
 - *pakai* (use) into *paké* or even *pakék* (final *-k* being a glottal stop)
 - *enggak* (no, not) into *nggak* or *ngga* or even *gak/ga/kaga/ogah/wegah* (*enggak* itself is also a slang word.)
- Contracting diphthong into monosyllabic letter, for example:
 - *kalau* (if) into *kalo*
 - *pakai* (use) into *paké*
 - *sampai* (until) into *sampé*

- Nasalisation of active verb, shortening or exclusion of the original prefix and adding -in at the end of the word, for example:
 - *memikirkan* (*pikir*) (to think) into *mikirin*
 - *menanyakan* (*tanya*) (to ask) into *nanyain* (exclusion of "me-"), often with a glottal stop between the *a* and the *i*, thus *nanya'in*
- Adding -in at the end of the passive transitive verbs, for example:
 - *diajari* (to be taught) into *diajarin*
 - *dipukuli* (to be beaten) into *dipukulin*
- Adding ke- at the beginning of passive intransitive verbs, instead of using ter- and altering pronunciation from 'a' to 'e' (Javanese influence) for example:
 - *tertangkap* (to be caught) into *ketangkap*
 - *terpelését* (to accidentally slip) into *kepelését*
- Contraction of two or more words into one word, for example:
 - *terima kasih* (thank) into *makasih*
 - *jaga image* (to safeguard one's social image) into *ja'im*, with a glottal stop between the *a* and the *i*
 - *Percaya diri* (confidence) into *PD* (*pédé*)
- Particle which does not change a sentence meaning:
 - *Nih*. Example of use: *Dia datang nih* = *Dia datang* (She/he comes)
- Particle which emphasizes the meaning of a sentence:
 - *Dong*
 - *Kok*

- *Lah*; Example of use: *Dia datang dong / Dia datang kok / Dia datang lah*. All of them can be translated to 'She/he does come' or 'She/he comes for sure'.
- Particles which can give a hesitancy to the sentence:
 - *Ah*. Example of use: *Dia datang ah*. Can be translated to 'I think she/he comes'.

J. Ms Wiz Review

The secret life of Ms Wiz is one of the Ms Wiz storybook series which tells about a woman named Dolores Wisdom, usually called Ms Wiz. She becomes a teacher in St Barnabas. Her unique appearance as well as her weird way in teaching makes many students love her. Since that, the life in St Barnabas is full of 'magic' moment done by 'magic'.

In this edition, the secret life of Ms Wiz is revealed. The truth that no none people around her know about her status as a daughter of King Arthur of the Kingdom of Paranormal Magic and Utter Eternal Mystery. King Arthur asks her to take over the throne of the kingdom. This book also tells about Ms Wiz dilemma whether she has to go back to her true home to be the next queen or keep staying with her family and friends on her home now. Therefore, she does a travel with some of her lovely students. They have a trip to the Kingdom of Paranormal Magic and Utter Eternal Mystery. They also visit Ms Wiz friends and relatives in different countries by one tap on the screen and suddenly they will be transported

to wherever part of the world they are in. Finally, this travel helps her to take this hard decision.

K. Review of Related Study

The previous research was done by Betty Sari Setyasih entitled “*A Translation Analysis of Colloquial Expressions in the Film Harry Potter and the Prisoner of Azkaban*”. Her research focused on the translation analysis of colloquial expression in the film Harry Potter and the Prisoner of Azkaban. Her objectives of study are to find out the types of colloquial expression, to find out the strategies employed by the translator, and to know the effect of the strategies used on the quality of the translation in terms of accuracy and acceptability.

Both of research, Betty’s research and this research analyze same issue about colloquial expression; try to find out the types of it and also the quality of the translation relating to the accuracy and acceptability. The differences are this research analyzes different source of data that is a children’s storybook and also tries to find out the techniques employed.

Chapter III

RESEARCH METHODOLOGY

A. Research Type and Design

The researcher used descriptive-qualitative and quantitative method. According to Bogdan and Biklen (in Creswell, 1994:171), “descriptive method is collecting the qualitative data, analyzing it and writing the result”. Creswell defines qualitative research:

Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of information, and conducts the study in a natural setting (1998:15).

Blaxter, Hughes, and Tight (1996: 60) define quantitative research as the term suggests, “*it is concerned with the collection and analysis of data in numeric form. It tends to emphasize relatively large scale and representative sets of data, and is often, falsely in our view, presented or perceived as being about the gathering of “facts”*”. Best and Kahn (in Blaxter, Hughes, and Tight, 1996: 60) explain that:

Quantitative research is based more directly on its original plans and its results are more readily analysed and interpreted. Qualitative research is more open and responsive to its subject. Both types of research are valid and useful. They are not mutually exclusive. It is possible for a single investigation to use both methods.

In this research, quantitative research is used for collecting quantitative data, such as the measurements or scales, the data numbers, the percentages, and the mean. Qualitative research is used for analyzing the quality of the translation. It is

represented in written (word) forms. The quantitative data are used for gaining some conclusions.

This research was designed as single embedded-case study. It is so-called when the research is focused on one phenomenon. Sutopo (2002:112) states “*Suatu penelitian disebut sebagai studi kasus tunggal, bilamana penelitian tersebut terarah pada satu karakteristik. Artinya, penelitian tersebut hanya dilakukan pada satu sasaran (satu lokasi, atau satu subjek).*”

This research only focused on colloquial expressions in the children’s storybook *The Secret Life of Ms Wiz*. The researcher conducted this research by collecting the data, analyzing the data and drawing conclusion.

B. Data and Source of Data

The researcher used two kinds of data source: document and informant. For the document, the researcher chose the children’s storybook entitled *The Secret Life of Ms Wiz* by Terence Blacker and its translation *Kehidupan Rahasia Ms Wiz* by Ramayanti that are placed in one book. This book is published by PT Gramedia Pustaka Utama 2004 in bilingual edition which is divided into two parts, the Indonesian version followed by English version. The original one is published by Macmillan Children’s Books, London.

The informants are three translation experts who are required to rate the accuracy and acceptability level as well. There are some criteria that should be fulfilled by the informants considering the importance of their role. Here are some criteria that the raters should have:

1. He/she masters English and Indonesian well.
2. He/she has a good competence in translation theory.
3. He/she has experience in translating.
4. He/she has willingness to be involved in this research.

The data of this research is divided into two parts. The first one is the primary data which contains of colloquial expressions found in the children's storybook entitled *The Secret Life of Ms Wiz*. The second is the secondary data which contains of the result of the questionnaire distributed to three raters who evaluated the accuracy and acceptability.

C. Sampling Technique

This research employs total sampling technique to obtain the data needed. The researcher took all of the data containing colloquial expressions as samples. According to Surakhmad (2004: 100), when the whole data becomes the sample, it is called total sampling. He explains that, “...*Tetapi adakalanya masalah penarikan sampel ini ditiadakan sama sekali dengan memasukkan seluruh populasi sebagai sampel, yakni selama jumlah populasi itu dikatakan terbatas. ...Sampel yang jumlahnya sebesar populasi seringkali disebut sampel total*”.

D. Method of Data Collection

The researcher employed two kinds of method in collecting data: content analysis and questionnaire. Content analysis was used to collect the primary data. Weber states (in Moleong, 1989:220) that the “content analysis is research methodology that uses a number of procedures to draw valid conclusions from a book or document”. Firstly, the researcher read the children’s story book. Secondly, the researcher compared the dialogues and its Indonesian translation. Then, the researcher underlined and noted the dialogues which contain colloquial expressions, and also gave number to each datum.

To collect the secondary data, questionnaire was used. *Kuesioner merupakan daftar pertanyaan bagi pengumpulan data dalam penelitian* (Sutopo, 2002: 70). In this research, the questionnaire was distributed to three raters to be evaluated and to be given a score for each datum dealing with accuracy and acceptability. Here are the scale and translation quality definitions of accuracy:

Table 1. The Scale of Accuracy Measurement.

Scale	Level	Criteria
1	Accurate	<ul style="list-style-type: none"> The meaning of colloquial expression in Source Text is accurately transferred in Target Text.
2	Less accurate	<ul style="list-style-type: none"> There are certain problems in the meaning translation of colloquial expression; the translation raises multiple or ambiguous meaning or there are certain lost in meaning.
3	Inaccurate	<ul style="list-style-type: none"> The meaning of colloquial expression of Source

		Text is completely different or is not transferred at all in Target Text or is omitted or deleted.
--	--	--

Here are the scale and translation quality definitions of acceptability:

Table 2. The Scale of Acceptability Measurement.

Scale	Level	Criteria
1	Acceptable	<ul style="list-style-type: none"> The translation of colloquial expression sounds natural, almost does not feel like translation, and is in accordance with the language system and culture of Target Text.
2	Less acceptable	<ul style="list-style-type: none"> The translation of colloquial expression sounds natural enough, but it feels like translation and is rather clumsy and is not in accordance with the language system and culture of Target Text.
3	Unacceptable	<ul style="list-style-type: none"> The translation of colloquial expression extremely sounds like translation, unnatural, and clumsy, and is not in accordance with the language system and culture of Target Text.

Close-open ended is the format of the questionnaire which, besides, gives alternatives of answers, there is a space for writing comments. This space enables the raters to give explanation of his/her reason giving certain scale to each datum. However, the researcher also used appropriate and reliable dictionaries.

In order to obtain the valid data, the researcher employed a key informant. This key informant verified and checked whether each datum collected really belongs to colloquial expression or not. The key informant should fulfill some criteria as follows:

1. He/she is a native speaker.
2. He/she has knowledge about language theories.
3. He/she has knowledge about the development of language.
4. He/she is willing to involve in this research.

E. Technique of Data Analysis

The collected data were analyzed in the following ways:

1. The primary data were classified on the type of colloquial expressions.
2. The researcher analyzed the translation techniques applied, then, classified the data based on the translation techniques.
3. After getting the score of each questionnaire, the researcher calculated them and also the mean of the score in order to analyze the accuracy and acceptability. Then, each datum was classified into classification.
4. In order to get the percentage, the researcher calculated the number of data in each classification following by putting the result of analysis in tables.
5. From the result, the researcher drew conclusions.

F. Research Procedures

The procedures in collecting data were as follows:

1. Reading the children's storybook of *The Secret Life of Ms Wiz* and comparing it with the Indonesian translation.
2. Writing down the collected data from the book which consists of colloquial expressions and its Indonesian translation.
3. Validating the data by employing a key informant and using appropriate and reliable dictionaries.
4. Numbering each datum in order to analyze the data easier.
5. Distributing questionnaire to three raters dealing with the accuracy and acceptability level of translation.
6. Analyzing the data to find out the types of colloquial expression and the translation techniques applied. Meanwhile, from the result of questionnaire, the researcher analyzed the effect of the translation techniques used on accuracy and acceptability.
7. Dividing the data from the result into classifications. Then, those data were calculated in order to get percentage. Afterwards, they were put in tables.
8. Drawing some conclusions and proposing some suggestions from the data analysis and research findings.

Chapter IV

RESEARCH FINDINGS

A. Introduction

This chapter presents and discusses the result of the research. The research findings contain the answer of problem statements. It consists of four parts. The first part contains the types of colloquial expressions found in the children's storybook entitled *The Secret Life of Ms Wiz*. The second one contains the techniques used by the translator to translate the colloquial expression. The third contains the analysis of the quality of translation in term of accuracy and acceptability. The last one contains the effect of the translation techniques used on accuracy and acceptability.

B. Research Findings

1. The Types of colloquial expressions found in the children's storybook entitled *The Secret Life of Ms Wiz*

According to Partridge in *The Encyclopedia Americana* Vol. 7 (1990: 262), colloquial expression consists of five types: single words, clipped words, short picturesque for technical terms, contractions, and verb-adverb combinations. There are four types of colloquial expression found in the children's storybook *The Secret Life of Ms Wiz*. They are in the form of single words, clipped words, contractions, and verb-adverb combinations.

a. Single words

Here, single word is an informal word which is usually used in daily speech. To know whether a single word is a colloquial expression or not, it can be checked in Oxford Advance Learner's Dictionary (Hafidah, 2007: 36-37). In the children's storybook entitled *The Secret Life of Ms Wiz*, there are 45 data belong to single words. There are two words which have various in form: *mate* and *kid*. *Mate* has two various in form. They are *mate* itself and *mates* (three data). The word *kid* has three various in form. They are *kid*, *kids* and *kiddies*. Here they are the type of colloquial expression in the form of single words found in the children's storybook:

Table 3. The Data Number of Single words.

No	Source text	Data number
1	Dad	007, 008, 012, 089b, 133b, 145b, 190, 032b, 037, 045a, 147a
2	Fair	017b
3	Chap	018
4	Yeah	028, 121
5	Snappy	029
6	Muggins	045b
7	Mates	047, 099b, 106c
8	Spooky	054
9	Stuff	062
10	Nicely	069
11	Thanks	089a, 162a
12	Ultimate	092b
13	Hi	100
14	Mate	101

15	Dumped	103c
16	Kids	104b
17	Kid	107b
18	Drama	111
19	Dead	112b, 120b
20	Boy	125
21	Reckon	127a
22	Mum	131b, 147c, 133b, 138
23	Sweet	143
24	Ghastly	175a
25	Marvelous	176b
26	Kiddies	195
27	Fearfully	198b

b. Clipped words

Clipped word is a new word which is formed by shortening the original word. The original word is shortened by omitting one syllable or more, for example the word *phone* is clipped word of *telephone* (Hafidah, 2007: 38). Researcher finds two words which belong to clipped words. They are *telly* and *beaut*. *Telly* is shortened form of television, while *beaut* is shortened form of beauty. The following data are clipped words found in the children's storybook:

Table 4. The Data Number of Clipped words.

No	Source text	Original form	Data number
1	Telly	Television	092c
2	Beaut	Beauty	103a

c. Contractions

Contraction is a shortened form of one or two words by omitting internal letter. In a contraction, an apostrophe takes the place of the missing letter or letters (Hafidah, 2007: 39-40). The 191 data found in the children's storybook belong to contractions. This type becomes the majority among the all data of colloquial expression found. It shows that contraction is often used in informal expression. It shows the close relationship among the speaker in source text as well. Here they are the data of contractions found in the children's storybook:

Table 5. The Data Number of Contractions.

No	Source text	Original form	Data number
1	It's	It is	001a, 001b, 013, 038, 057, 058, 148b, 191, 002b, 022, 148a, 168, 181, 193, 056, 024, 053, 055, 059, 092a, 128, 188, 077, 105, 139, 157, 189
2	I'm	I am	002a, 010, 011, 019, 020, 035b, 044, 051, 068, 074a, 075a, 078, 080, 082, 084a, 085b, 106a, 112a, 136, 137, 149, 163b, 184, 021
3	Beagle's	Beagle is	003
4	What's	What is What has	004 027
5	Isn't	Is not	005, 095
6	I've	I have	006, 087, 067, 124, 131a, 134a, 198a, 110a, 153, 176a, 177
7	Name's	Name is	009, 115
8	That's	That is	014, 035a, 040, 086b, 140, 144, 017a, 066, 030, 185, 187a
9	He's	He is	015, 032a, 135

10	Let's	Let us	016, 079
11	D'you	Do you	023, 052, 178
12	Don't	Do not	025b, 042a, 104a, 114, 163a, 169, 182, 033, 064, 065, 071, 072, 097a, 085a, 096
13	Can't	Can not	031, 172, 179, 180
14	You've	You have	034, 043a, 086a, 145d, 151
15	Didn't	Did not	036, 146, 183
16	I'll	I will	039a, 156, 107a, 145a, 152, 174, 161, 130
17	Everybody's	Everybody is	039c
18	Doesn't	Does not	041
19	You're	You are	042b, 063, 116, 132, 166, 175b, 192, 197, 186
20	Wouldn't	Would not	047, 165, 170
21	We're	We are	048, 076, 081, 102, 103b, 108
22	You'd	You should You would	049 196
23	We'd	We should We had	050 159
24	Father's	Father is	060
25	Where's	Where is	061
26	Aren't	Are not	070
27	They're	They are	073, 094, 127b
28	They'll	They will	074b
29	You'll	You will	075b, 145c, 154, 155a
30	There's	There is There has	083, 088, 133a 126
31	I'd	I would	084b, 109, 119, 123, 158, 187b
32	Haven't	Have not	090, 118

33	She's	She is	091a, 097b, 129, 171, 194, 091b
34	Stomach's	Stomach is	093
35	We'll	We will	098, 164
36	G'day	Good day	099a
37	Y'know	You know	103d
38	Siberia's	Siberia is	110b
39	World's	World is	113
40	Won't	Will not	117, 155b
41	Sister's	Sister is	120a
42	He'll	He will	141
43	He'd	He would	142
44	Wasn't	Was not	150
45	We've	We have	160
46	Ain't	Is not	167

d. Verb-adverb combinations

This combination consists of verb followed by adverb (Hafidah, 2007: 41).

Nine data found in the children's storybook belong to this type. The following data are verb-adverb combinations found in the children's storybook:

Table 6. The Data Number of Verb-adverb Combinations.

No	Source text	Data number
1	Worn out	025a, 026
2	Boss around	039b, 043b
3	Chilling out	106b
4	Cracked up	122
5	Popped over	147b
6	Make up	162b
7	Sort out	173

2. The translation techniques used by the translator to translate colloquial expressions in the children's storybook entitled *The Secret Life of Ms Wiz*

The researcher found several translation techniques used in the children's storybook *The Secret Life of Ms Wiz*. The researcher also found that more than one technique is applied to translate the colloquial expression. Here they are the translation techniques found in the children's storybook.

Table 7. The Research Findings of Translation Techniques.

No	Translation techniques	Data number
1.	Adaptation	045b, 125
2.	Amplification	003, 009, 024, 029, 054, 056, 059, 096, 105, 108, 110b, 111, 113, 176b, 177
3.	Borrowing	007, 008, 012, 028, 089b, 103d, 121, 133b, 134b, 138, 145b, 190
4.	Calque	099a, 106b, 039b, 043b, 147b, 173, 018, 025a, 026, 017b, 062, 032b, 162b, 092c, 092b, 037, 045a, 047, 089a, 099b, 100, 103a, 104b, 106c, 107b, 120b, 131b, 147a, 147c, 162a, 170, 195, 023, 031, 117, 165, 172, 179, 180, 176b, 054, 060, 122
5.	Generalization	120a
6.	Literal translation	075b, 006, 016, 074b, 079, 084b, 087, 093, 095, 098, 107a, 109, 118, 141, 142,

		145a, 145c, 151, 152, 154, 155a, 174, 185, 186, 187b, 192, 196
7.	Modulation	069, 097a, 070, 085a, 091a, 104a, 114, 127a, 153, 161, 169, 119
8.	Reduction	002a, 002b, 003, 004, 005, 009, 010, 011, 014, 015, 019, 020, 021, 024, 025b, 027, 030, 032a, 033, 034, 035a, 035b, 036, 039a, 039c, 040, 041, 042a, 042b, 043a, 044, 046, 048, 049, 050, 051, 052, 053, 055, 056, 059, 060, 061, 063, 064, 065, 067, 068, 071, 072, 073, 074a, 075a, 076, 077, 078, 080, 081, 082, 083, 084a, 085a, 085b, 086a, 086b, 088, 090, 091a, 091b, 092a, 096, 097a, 097b, 102, 103b, 104a, 105, 106a, 108, 110a, 110b, 112a, 113, 114, 115, 116, 119, 120a, 123, 124, 126, 127b, 128, 129, 130, 131a, 132, 133a, 134a, 135, 136, 137, 139, 140, 144, 145d, 146, 148a, 149, 150, 155b, 156, 157, 158, 159, 160, 163a, 163b 164,

		166, 167, 168, 169, 171, 175b, 176a, 178, 181, 182, 183, 184, 187a, 188, 193, 194, 197, 198a
9.	Deletion	001a, 001b, 013, 017a, 022, 038, 057, 058, 066, 069, 070, 148b, 153, 161, 191
10.	Transposition	
	a. The change of Verb phrase into Verb	039b, 043b, 122, 147b, 173
	b. The change of Noun phrase (Modifier-Head into Head-Modifier)	029, 092c, 018, 054, 115, 175a, 176b
	c. The change of Noun phrase into Noun	025a, 026
	d. The change of Pronoun into Noun	056, 059, 105, 142, 145c
	e. The change of Subject into Object	039c, 091a, 139, 157, 189
	f. The change of Adjective into Adverb	017b
	g. The change of Noun into Adverb	062
	h. The change of Pronoun into Adverb	077
	i. The change of Adjective into Adjective phrase	092b
	j. The change of Pronoun into Noun phrase	094
11.	Synonym	025a, 026, 029, 101, 103c, 112b, 143, 175a, 198b

1. Adaptation

In this technique, the translator replaces cultural element of source text with one from target text. The following data are two data which were found using adaptation technique in the children's storybook.

045b/TSL-132/RK-30

SL: "You go back to your land of utter amazing whatever and you tell it straight to your Dad no way is old **Muggins** here going to be queen."

TL: "Anda kembali saja ke negeri kekal apa itu dan Anda bilang terus terang pada ayah Anda, tak mungkinlah *si bodoh* ini bakal jadi ratu."

Muggins means a person who is made to look stupid, e.g. by being tricked into doing something s/he does not want to do (Oxford Advanced Learner's Dictionary, 1995: 763). In rendering the term, the translator tries to find the equivalent name of *muggins* in target language that is *si bodoh*. The colloquial expression *muggins* is as an alibi of Ms Wiz proposed by her student Jack to refuse her father order to be queen.

125/TSL-165/RK-62

SL: "**Boy**, am I glad St Barnabas got you."

TL: "**Wah**, aku senang sekali St Barnabas mendapat Anda."

The word *boy* does not mean a young male person. *Boy* here is interjection which is a word or phrase used to express sudden surprise, pleasure, annoyance, etc (Oxford Advanced Learner's Dictionary, 1995: 623). Based on the context, the word *boy* expresses Jack's feeling which is pleasure to have Ms Wiz as his teacher. The translator adapts the word *boy* into *wah* since they express similar meaning. In target language, *wah* is an expression to show a pleasure, a feeling of being happy or satisfied. Moreover, the word *glad* also represents Jack's pleasure.

2. Amplification

This technique introduces details that are not formulated in the source text (ST): information, explicative paraphrasing. The implicit one in the ST is translated into more explicit. Here are some examples of the data used this technique.

Example 1

096/ TSL-152/RK-49

SL: “Paranormal operatives **don’t** go to the toilet.”

TL: “Pekerja paranormal *tidak perlu* pergi ke WC.”

The colloquial expression *don’t* is translated into *tidak perlu*. *Don’t* is the contraction of do not. It is usually translated into *tidak* which expresses a negative statement. The translator adds the word *perlu* to give clearer meaning. The paranormal operatives are unordinary people who have special power, so they do not have any trouble to go to the toilet.

Example 2

111/TSL-159/RK-56

SL: “No **drama**.”

TL: “Tak perlu *ribut-ribut*.”

Drama in source text does not mean a play for theater, radio or television. Here, *drama* indicates something which is done over or exaggeratedly. The translator explains the implicit meaning of *drama* in source text into *ribut-ribut* in target text. The context of situation shows that Ms Wazza dislikes to Ms Wiz who interferes with her life. Ms Wazza asks Ms Wiz for not exaggeratedly giving comment to what she has done.

3. Borrowing

In this technique, a word is taken directly from another language. Borrowing technique found in the children's storybook is pure borrowing (without any change). The following data are some examples used pure borrowing technique.

Example 1

133/TSL-168/RK-65

SL: "There's no time, **Mum**."

TL: "Tak ada waktu, **Mum**."

The translator uses pure borrowing technique for the word *Mum*. The translator borrows the term *Mum* for calling Ms Wiz's mother. He does not translate *Mum* into *Ibu* or *Mama* in target language.

Example 2

103d/TSL-156/RK-53

SL: "We caught an absolute beaut up the coast but we're getting dumped big-time by the frothies on this stretch, **y'know**?"

TL: "Kami menangkap yang betul-betul cantik di pesisir sana, tapi kami digempur abis oleh buih-buih di sini, **y'know**?"

The sentence above contains several colloquial expression used several techniques in translating them. The translator applies pure borrowing technique by keeping *y'know* in the original form in target text. In this case, *y'know* is filler which means to convince someone about the statement made.

4. Calque

This technique is a literal translation at the level of word or phrase. Some examples are as bellows:

Example 1

099a/TSL-156/RK-53

SL: “And a very **g’day** to you, mates.”

TL: “***Selamat siang***, teman-teman.”

G’day is the contraction of good day which is used as greetings. In target language, the term of *selamat pagi*, *selamat siang*, etc are used as greetings also. The translator does not literally translate *good day* into *siang yang bagus*, whereas, she uses *selamat siang* which is a common term for greetings at day time in target language.

Example 2

106b/TSL-157/RK-54

SL: “Now I’m **chilling out** with my mates, trying to use some magic to hold up a wave so that it carries me right across Byron Bay.”

TL: “Sekarang aku ***sedang santai*** bersama teman-temanku, mencoba menggunakan sihir untuk menahan ombak supaya ombak itu dapat membawaku sampai ke seberang Byron Bay.”

The term *chill out* is to relax after you have done something tiring or stressful (Collin’s Cobuild Advanced Learner’s English Dictionary, 2006: 234). The term *santai* is the equivalence of *chill out* in target language. *Santai* is *bebas dari rasa ketegangan, dalam keadaan senggang* (*Kamus Besar Bahasa Indonesia*, 2002: 997).

5. Generalization

In this type, the translation uses a more general or neutral term. The researcher found one datum used this technique as follows:

120a/TSL-164/RK-59

SL: "Your **sister's** dead scary."

TL: "**Saudara** Anda sangat menyeramkan."

The translator uses generalization technique for this datum. The translator uses a more general term *saudara* as the translation of *sister*. Sister is a daughter of the same parents as oneself or the person mentioned. Here, *saudara* is general term that can be used for man or woman. The term *sister* refers to Wiz Phu, Ms Wiz's sister, so it can be translated into *saudari* to specify the meaning.

6. Literal Translation

This technique starts from word-for-word translation and then makes changes to the conformity of source language grammar with target language grammar. The two data follows use this technique.

Example 1

075b/TSL-142/RK-40

SL: "I'm sure **you'll** be very happy here."

TL: "Aku yakin **kalian akan** sangat bahagia di sini."

Example 2

006/TSL-114/RK-12

SL: "**I've** told you a thousands times."

TL: "**Aku sudah** bilang seribu kali."

Both examples above use literal translation technique. The translator translate *you'll* and *I've* in word for word. *You'll* is the contraction form of *you will*. It is literarily translated; *you* into *kalian* and *will* into *akan*. The other words

in the sentence are also translated word for word. In the second example, contraction *I've* (*I have*) is translated into *aku sudah*. Here, *have* is auxiliary verb that is used with the past participle (*told*) to form present perfect tense. This sentence expresses activity that was repeated several or many times in the past.

7. Modulation

It is a shift in point of view or cognitive category in relation to the source text lexically or culturally. Here are some examples:

Example 1

069/TSL-142/RK-39

SL: "What very **nicely** brought-up children you are."

TL: "Kalian memang anak-anak yang tahu aturan."

In this datum, the translator uses modulation technique. The meaning and the message of the sentence above is seen from different angle. The source language sentence is an expression to praise the children who have modesty like brought up people or adults who understand how to behave.

Example 2

097a/TSL-153/RK-49

SL: "I **don't** think she's suitable to be queen somehow."

TL: "Kurasa dia **tidak** cocok jadi ratu."

In the sentence there are two clauses. The first clause is negative statement indicated by *don't*. The translator presents the different point of view by changing negative statement of the first clause in source text into the second clause indicated by *tidak* in target text to emphasize the meaning of the sentence.

8. Reduction

This technique suppresses a source text information item in the target text. It is the opposition of amplification technique. The researcher found that this technique belongs to major data of the colloquial expression in the children's storybook. Here are two examples of the data:

Example 1

002a/TSL-113/RK-11

SL: "It may be an owl, but **I'm** almost certain that it's an eagle."

TL: "Mungkin burung hantu, tapi **aku** hampir yakin bahwa itu elang."

The translator reduces "*am*" from the contraction *I'm (I am)* in target language. This reduction does not affect the meaning since "*am*" is an auxiliary verb. Indonesian does not have the form of Be. Be "*am*" is not necessary to be translated. When Be "*am*" is translated into *adalah* it will make the translation sounds clumsy.

Example 2

130/TSL-168/RK-65

SL: "I promise **I'll** come back to talk to you."

TL: "Aku berjanji **akan** kembali untuk bicara dengan kalian."

I'll is contraction of I will which means *aku akan*. In target text, it is only translated into *akan*. The sentence is parallel structure containing two clauses which have the same subject *I*. *I* in the second clause is compensated in the first clause to make the sentence becomes effective. If the sentence is translated completely, the translation will be *Aku berjanji aku akan kembali untuk bicara dengan kalian*.

9. Deletion

In this technique, there are certain words which are not translated considering the fact that the words are not too significant for the whole text or it is difficult to translate those words. The examples are:

Example 1
013/TSL-118/RK-16
SL: “**It’s** your grandson.”
TL: “Cucu Ayah.”

The translator deletes pronoun *It*. *It* refers to William, Ms Wiz’s son. In the context of situation, Ms Wiz introduces the next little boy to her father, Arthur, as his grandson. This deletion makes the translation becomes less accurate.

Example 2
066/TSL-140/RK-38
SL: “Yes, **that’s** right, do that.”
TL: “Ya, bagus, lakukan itu.”

The translator deletes the contraction *that’s*. This deletion makes the translation sounds natural. There are two *that* in source text that refer to the same thing. In target language, *that* is translated into *itu*. The first *itu* is compensated in the last *itu*. It will sound clumsy if there are two *itu* in target language.

10. Transposition

The technique changes a grammatical category from source language to target language. It may happen if the source language and the target language appear dissimilar in language structure. The change may be in verb for noun, noun

for preposition, etc. The changes of grammatical category found are in the form as follows:

a. The change of Verb phrase into Verb

Example 1

039b/TSL-131/RK-28

SL: "I'll have to **boss** people **around** and make sure they treat me with respect and spend all my life using my incredible power to make sure that everybody's doing things that please me."

TL: "Aku harus *memerintah-merintah* orang dan memastikan mereka memperlakukanku dengan penuh hormat. Seumur hidup aku harus menggunakan kekuatan istimewaku untuk membuat semua orang melakukan hal-hal yang menyenangkan hatiku."

Example 2

173/TSL-178/RK-75

SL: "I can **sort** that **out**."

TL: "Soal itu sih dapat *kubereskan*."

b. The change of Noun phrase (Modifier-Head into Head-Modifier)

Example 2

175a/TSL-179/RK-75

SL: "What is that **ghaaastly** book you're reading, darling?"

TL: "Buku *jelleek* apa yang kau baca itu, Sayang?"

Example 2

092c/TSL-152/RK-49

SL: "It's the ultimate **telly** room."

TL: "Ini ruang *TV* paling canggih."

c. The change of Noun phrase into Noun

Example 1

025a/TSL-126/RK-24

SL: "You look a bit **worn out**, if you don't mind my saying so."

TL: "Anda tampak *berantakan*, kalau Anda tak keberatan aku mengatakannya."

d. The change of Pronoun into Noun

Example 1

056/TSL-136/RK-34

SL: "Well, I think **it's** lovely."

TL: “Menurutku *rumah itu* indah sekali.”

Example 2

142/TSL-170/RK-67

SL: “I know **he’d** really like that, too.”

TL: “Aku tahu **Dad** juga **akan** menyukainya.”

e. The change of Subject into Object

Example 1

039c/TSL-131/RK-28

SL: “I’ll have to boss people around and make sure they treat me with respect and spend all my life using my incredible power to make sure that **everybody’s** doing things that please me.”

TL: “Aku harus memerintah-merintah orang dan memastikan mereka memperlakukanku dengan penuh hormat. Seumur hidup aku harus menggunakan kekuatan istimewaku untuk membuat **semua orang** melakukan hal-hal yang menyenangkan hatiku.”

Example 2

091a/TSL-151/RK-48

SL: “**She’s** behaving like she’s queen already.”

TL: “Lagak**nya** sudah seperti ratu saja.”

f. The change of Adjective into Adverb

017b/TSL-120/RK-18

SL: “That’s a **fair** old hike.”

TL: “**Jauh** juga ya perjalananmu.”

g. The change of Noun into Adverb

062/TSL-136/RK-34

SL: “All I can see are trees and fields and **stuff**.”

TL: “Sejauh ini yang bisa kulihat hanyalah pepohonan, lapangan, dan **sejenisnya**.”

h. The change of Pronoun into Adverb

077/TSL-143/RK-40

SL: “**It’s** teatime.”

TL: “**Sekarang** waktu minum teh.”

i. The change of Adjective into Adjective Phrase

092b/TSL-152/RK-49

SL: "It's the **ultimate** telly room."

TL: "Ini ruang TV *paling canggih*."

j. The change of Pronoun into Noun phrase

094/TSL-152/RK-49

SL: "**They're** all doing different things and they all look exactly like you."

TL: "*Kegiatan mereka* berbeda-beda, tapi wajah mereka semuanya persis Anda ya."

11. Synonym

This technique applies target language synonym which more or less has the same meaning as the source language word. The following data are some examples.

Example 1

029/TSL-128/RK-29

SL: "**Snappy** name."

TL: "Nama *yang keren*."

Example 2

112b/TSL-159/RK-56

SL: "I'm **dead** impressed."

TL: "Aku *benar-benar* terkesan."

Both data above use the same technique that is synonym. In the first example, according to Oxford Advanced Learner's Dictionary (1995: 1122), the word *snappy* means *fashionable, clean, tidy and well dressed*. *Keren* is the synonym of *snappy*. In Kamus Besar Bahasa Indonesia (2002: 426), *keren* means *perlente (tampak gagah (bagus, apik, tampan, rapi, necis), suka berpakaian rapi)*. In the second example, *dead* means *very* (Oxford Advanced Learner's Dictionary, 1995: 297) or *sangat* in Indonesian (target language). *Benar-benar* has the similar meaning with *sangat*.

3. The analysis of the quality of translation in term of accuracy and acceptability.

3.1. Accuracy

Scale 1 = Accurate

- The meaning of colloquial expression in Source Text is accurately transferred in Target Text.

Scale 2 = Less Accurate

- There are certain problems in the meaning translation of colloquial expression; the translation raises multiple or ambiguous meaning or there are certain lost in meaning.

Scale 3 = Inaccurate

- The meaning of colloquial expression of Source Text is completely different or is not transferred at all in Target Text or is omitted or deleted.

Table 8. The Research Findings in terms of Accuracy.

Scale	Data Number	Total	
		Number of Data	Percentage (%)
Accurate (Mean = 1.0 – 1.5)	002a, 002b, 003, 004, 005, 006, 007, 008, 009, 010, 011, 012, 014, 015, 016, 017b, 018, 019, 020, 021, 022, 023, 025a, 025b, 026, 027, 028, 029, 030, 031, 032a, 032b, 033, 034, 035a, 035b, 036, 037, 039a, 039b,	230	93.1

	039c, 040, 041, 042a, 042b, 043a, 043b, 044, 045a, 045b, 046, 047, 048, 049, 050, 051, 052, 053, 054, 055, 056, 057, 058, 060, 061, 062, 063, 064, 065, 066, 068, 069, 072, 073, 074a, 074b, 075a, 075b, 076, 077, 078, 079, 080, 081, 082, 083, 084a, 084b, 085a, 085b, 086a, 086b, 087, 088, 089a, 089b, 090, 091a, 092a, 092b, 092c, 093, 094, 095, 096, 097a, 097b, 098, 099a, 099b, 100, 101, 102, 103a, 103b, 103c, 103d, 104a, 104b, 105, 106a, 106b, 106c, 107a, 107b, 108, 109, 110a, 110b, 111, 112a, 112b, 113, 114, 115, 116, 117, 118, 119, 120a, 120b, 121, 122, 123, 124, 126, 127a, 127b, 128, 129, 130, 131a, 131b, 132, 133a, 133b, 134a, 134b, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145a, 145b, 145c, 147a, 147b, 147c, 148a, 148b, 149, 150, 151, 152, 154, 155a, 155b, 156, 157, 158,		
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	159, 160, 161, 162a, 162b, 163a, 163b, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175a, 175b, 176a, 176b, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187a, 187b, 188, 189, 190, 192, 193, 194, 195, 196, 197, 198a, 198b.		
Less Accurate (Mean = 1.6 – 2.5)	001a, 001b, 013, 017a, 024, 038, 059, 067, 070, 071, 090, 091b, 125, 145d, 146, 153.	16	6.5
Inaccurate (Mean = 2.6 – 3)	191	1	0.4
Total		247	100

3.1.1. Accurate

The mean of accurate data is 1.0 – 1.5. The table shows that from 247 data of colloquial expressions, 230 data (93.1 %) are accurate. Based on the scale of accuracy, the accurate data are the data which the meaning of colloquial expression are accurately transferred in target text. Here are some examples of accurate data:

Example 1

018/TSL-121/RK-19

SL: “He seems a nice enough **chap**.”

TL: “Kelihatannya dia *pria* yang cukup baik.”

The three raters gave the same score of 1 for the datum. The singular word *chap* means a man or boy (Oxford Advanced Learner’s Dictionary, 1995: 185).

The translation *pria* is accurate. In the story, *chap* refers to Brian Arnold, Ms Wiz's husband. Husband is a man to whom a woman is married (Oxford Advanced Learner's Dictionary, 1995: 584). In Indonesian, man is usually translated into *pria* or *laki-laki*. In *Kamus Besar Bahasa Indonesia* (2002: 895), the meaning of *pria* is *laki-laki dewasa*, so that the translator prefers *pria* to *laki-laki*. It means that the meaning of source text is accurately transferred in target text.

Example 2

092c/TSL-152/RK-49

SL: "It's the ultimate **telly** room."

TL: "Ini ruang **TV** paling canggih."

The three raters have the same opinion that the datum is accurate. *Telly* is a clipped word of television. The translator colloquially translates *telly* into *TV* which is the abbreviation of *televisi* in target text.

Example 3

077/TSL-143/RK-40

SL: "**It's** teatime."

TL: "**Sekarang** waktu minum teh."

It's is contraction of pronoun with be *it is*. *Is* is the form be for present time. *Sekarang* means now or present time so the translation is accurate. *Be Is* does not have meaning so that it is not translated in target text.

Example 4

039b/TSL-131/RK-28

SL: "I'll have to **boss** people **around** and make sure they treat me with respect and spend all my life using my incredible power to make sure that everybody's doing things that please me."

TL: "Aku harus **memerintah-merintah** orang dan memastikan mereka memperlakukanku dengan penuh hormat. Seumur hidup aku harus menggunakan kekuatan istimewaku untuk membuat semua orang melakukan hal-hal yang menyenangkan hatiku."

Boss-around means giving orders to somebody in an unpleasant or forceful way (Oxford Advanced Learner's Dictionary, 1995: 127). The three raters gave score 1 or accurate to the datum. Ms Wiz dislikes being queen. As a queen, she has incredible power to make people in the kingdom obey to her, treat her with respect, and force them to do things that please her. Besides, Ms Wiz believes the equality among people. Having a special name as a queen does not make s/he becomes better. Related to the context, the translation is accurately translated.

3.1.2. Less Accurate

The mean of less accurate data is 1.6 — 2.5. As stated on the table, there are 16 less accurate data (6.5%). Those data belong to less accurate since there are certain problems in the meaning of the translation of colloquial expressions, such as, multiple or ambiguous meaning, and lost in meaning. Some examples of less accurate data are presented as follows:

Example 1

125/TSL-165/RK-62

SL: “**Boy**, am I glad St Barnabas got you.”

TL: “**Wah**, aku senang sekali St Barnabas mendapat Anda.”

The three raters gave different score for this datum. For rater 1, the localization of the colloquial expression makes the datum inaccurate. For rater 2, there is no problem with the translation. Rater 3 thinks that the word *boy* is an expression of release so it is better to translate into *ahh...* than *wah*.

Related to the context, Jack, Ms Wiz's student feels glad or pleasure to have Ms Wiz as his school's teacher, St Barnabas teacher. When the first time he

met Ms Wiz, he thought that she is the freakiest one. After accompanying Ms Wiz to see her sisters in order to change Ms Wiz position as candidate of queen, Jack feels that Ms Wiz's sisters are not better at all. Moreover, Ms Wiz's sisters only think about themselves. They are the most power-crazed teacher ever. Therefore, *boy* here is interjection which expresses a pleasure. The translation *wah* has the same meaning as *boy* since it expresses a pleasure, a feeling of being happy or satisfied.

Example 2

090/TSL-149/RK-47

SL: "I **haven't** seen him for a couple of hours."

TL: "Aku sudah beberapa jam **tidak** melihat Herbert."

Haven't is contraction of *have not*. Translator translates *haven't* into *tidak*.

Two raters gave score 2 and a rater gave score 1. Two raters state that *haven't* should be translated into *belum*.

Belum and *tidak* are different. *Belum* relates to an activity that will occur in the future. The word *tidak* relates to an activity that will not occur in the future. If *tidak* changes into *belum*, the translation will be *Aku sudah beberapa jam belum melihat Herbert*. It means that *aku* (Ms Wiz) is possible to see Herbert in the future time. In the story, Ms Wiz and Herbert (the magic talking rat) are close friend that have not met again since Herbert marries with ordinary rat, Arabella. They will meet again when Ms Wiz persuades Herbert to go back to the kingdom and live there with its family. Therefore, *haven't* should be translated into *belum*.

3.1.3. Inaccurate

The mean of inaccurate data is 2.6 — 3. The table shows that only a datum (0.4%) belongs to inaccurate. In this datum, the meaning of colloquial expression of source text is not transferred at all in target text or is omitted or deleted. Here it is the inaccurate datum:

191/TSL-190/RK-86

SL: “**It’s** new Wiz or no Wiz.”

TL: “Wiz baru atau tidak ada Wiz sama sekali.”

The three raters consider that the translation is inaccurate because the deletion of *It’s*. *It’s* which is the contraction of *it is* is a reference. *It* refers to the change which will be made by Ms Wiz for the kingdom. Finally, she accepts her father order to be the queen of the kingdom. As the new queen, she wants to make some changes of the old Wisdom into the new Wiz system. She would like everything in the kingdom becomes modern and fair-minded. This deletion will reduce the message of source text, so that it should be translated in target text.

3.2. Acceptability

Scale 1 = Acceptable

- The translation of colloquial expression sounds natural, almost does not feel like translation, and is in accordance with the language system and culture of Target Text.

Scale 2 = Less Acceptable

- The translation of colloquial expression sounds natural enough, but it feels like translation and is rather clumsy and is not in accordance with the language system and culture of Target Text.

Scale 3 = Unacceptable

- The translation of colloquial expression extremely sounds like translation, unnatural, and clumsy and is not in accordance with the language system and culture of Target Text.

Table 9. The Research Findings in terms of Acceptability.

Scale	Data Number	Total	
		Number of Data	Percentage (%)
Acceptable (Mean = 1.0 – 1.5)	002a, 002b, 003, 004, 005, 006, 009, 010, 011, 014, 015, 016, 017b, 018, 019, 020, 021, 022, 023, 024, 025a, 025b, 026, 027, 028, 029, 030, 031, 032a, 032b, 033, 034, 035a, 035b, 036, 037, 039a, 039b, 039c, 040,	226	91.5

	041, 042, 043a, 043b, 044, 045a, 045b, 046, 047, 048, 049, 050, 051, 052, 053, 054, 055, 056, 057, 058, 059, 060, 061, 062, 063, 064, 065, 066, 067, 068, 069, 070, 071, 072, 073, 074a, 074b, 075a, 075b, 076, 077, 078, 079, 080, 081, 082, 083, 084a, 084b, 085a, 085b, 086a, 086b, 087, 088, 089a, 090, 091a, 091b, 092a, 092b, 092c, 093, 094, 095, 096, 097a, 097b, 098, 099a, 099b, 100, 101, 102, 103a, 103b, 103c, 104a, 104b, 105, 106a, 106b, 106c, 107a, 107b, 108, 109, 110a, 110b, 111, 112a, 112b, 113, 114, 115, 116, 117, 118, 119, 120a, 120b, 122, 123, 124, 125, 126, 127a, 127b, 128, 129, 130, 131a, 131b, 132, 133a, 134a, 135, 136, 137, 139, 140, 141, 143, 144, 145a, 147a, 147b, 147c, 148a, 148b, 149, 150, 151, 152, 153, 154, 155a, 155b, 156, 157, 158, 159, 160, 161, 162a, 162b, 163a, 163b,		
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	164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175a, 175b, 176a, 176b, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187a, 187b, 190, 191, 192, 193, 194, 195, 196, 197, 198a, 198b.		
Less Acceptable (Mean = 1.6 – 2.5)	001a, 001b, 013, 017a, 038, 089b, 103d, 121, 138, 142, 145d, 146, 191.	13	5.3
Unacceptable (Mean = 2.6 – 3)	007, 008, 012, 133b, 134b, 145b, 145c, 190.	8	3.2
Total		247	100

3.2.1. Acceptable

The mean for acceptable data is 1.0 – 1.5. There are 226 acceptable data (91.5%) of 247 data of colloquial expression. The translation of colloquial expression of those data sound natural, almost does not feel like translation and in accordance with the language system and culture of target text. The examples are as follows:

Example 1

092b/TSL-152/RK-49

SL: “It’s the **ultimate** telly room.”

TL: “Ini ruang TV *paling canggih*.”

The three raters agree that the translation is acceptable. When Ms Wiz takes Jack, Caroline, and Podge to the Operations Room, the three of them are amazed with the place. The Operations Room is a small circular room with

screens on every wall. It is the nerve centre of the kingdom where every activity of paranormal operatives can be tracked through the screen. Jack feels that the place is the most extreme television room ever with screens on every wall. The translation *paling canggih* is acceptable. *Paling canggih* is modifier of *ruang TV*. In target text, *paling canggih* describes something (*ruang TV*) which is the most extreme in advance.

Example 2

103a/TSL-156/RK-53

SL: "We caught an absolute **beaut** up the coast but we're getting dumped big-time by the frothies on this stretch, y'know?"

TL: "Kami menangkap yang betul-betul **cantik** di pesisir sana, tapi kami digempur abis oleh buih-buih di sini, y'know?"

Beaut is clipped word of beauty. In the context, *beaut* is used to describe an excellent, fine, or perfect wave of the coast for surfing. Thus, the translation *cantik* is acceptable. In target text, *cantik* is not only used for describing a person but also a thing, such as view or landscape.

Example 3

131a/TSL-168/RK-65

SL: "But right now **I've** got to have a quick talk with my mum."

TL: "Tapi sekarang **aku** perlu bicara sebentar dengan ibuku."

The translation sounds natural, almost does not feel like translation, and acceptable for culture of target text. The context of the translation is informal as well. It is indicated by the use of *aku* and *ku-* rather than *saya*.

Example 4

173/TSL-178/RK-75

SL: "I can **sort** that **out**."

TL: "Soal itu sih dapat **kubereskan**."

The translator colloquially translates the source text above. *Soal itu*, *ku-* and *sih* are some expressions which is usually used between friend for informal

situation. The translation is acceptable since the conversation happens between two close friends, Herbert and Ms Wiz.

3.2.2. Less Acceptable

The mean of less acceptable data is 1.6 – 2.5. The table shows that 13 data (5.3%) belong to less acceptable. The translation of colloquial expression of those data sounds natural enough but it feels like translation. The translation is rather clumsy and is not in accordance with the language system and culture of target text. The following data are some examples of less acceptable data.

Example 1

013/TSL-118/RK-16

SL: “**It’s** your grandson.”

TL: “Cucu Ayah.”

Example 2

001a/TSL-113/RK-11

SL: “**It’s** not a seagull, so far as I can judge, and it’s definitely not a chicken.”

TL: “Bukan burung camar, sejauh pengamatanku, dan jelas bukan ayam.”

There is no problem with the translation but the deletion of pronoun *it’s*. *It* in contraction *it’s* belongs to a reference (definite antecedent). In the first example, it refers to William, Ms Wiz’s son. William is next to Ms Wiz, the speaker. Thus, it should be translated into *ini*. The translation will be *Ini cucu Ayah*. *Be is* in the sentence is not necessarily translated. It can be translated into *adalah* or not.

In the second example, *it* refers to unusual creature landed in Ms Wiz’s garden. Since the unusual creature is far from the speaker, Brian, it should be translated into *itu* which is used to point out something that is not near the

speaker. The translation will be acceptable if it is translated into *Itu bukan burung camar, sejauh pengamatanku, dan jelas itu bukan ayam*. *Be is* in the sentence is not necessarily translated. If *be is* is translated into *adalah*, it will make the translation sounds clumsy.

3.2.3. Unacceptable

Based on the table above, 8 data (3.2%) are unacceptable. Those data have score 2.6 — 3 for mean. The translation of colloquial expression of those data extremely sounds like translation, unnatural, clumsy and is not in accordance with the language system and culture of target text. The data bellows are some examples of unacceptable data:

Example 1

008/TSL-115/RK-13

SL: “Did you say ‘**Dad**’?”

TL: “Apakah kaubilang ‘**Dad**’?”

The same opinion has been arisen by the three raters. They agree that by keeping the word *Dad*, the translation becomes unacceptable. In this case, the translator uses borrowing technique by keeping the word *Dad* in target language. The translation is accurate since the setting of source language is not localized in the target language. The translation still uses the original characters’ names (such as Ms Wiz, Arthur, William, etc) and the original setting of place (such as St Barnabas School). On the other hand, consider the culture of target language, the translation is unacceptable. The term *Dad* is not common for culture of target text. It should be translated into *Ayah* or *Papa*.

Example 2

145c/TSL-170/RK-67

SL: "I'll tell Dad **you'll** be back as soon as you've said goodbye to your class."TL: "Aku akan katakan pada Dad, **Mum akan** kembali begitu selesai mengucapkan selamat tinggal kepada murid-muridnya."

Three raters gave score 3 (unacceptable) for the translation. It becomes unacceptable since the translator uses the word *Mum* for contraction *you'll* and keeps *Dad* in the translation. The word *you* refers to Ms Wiz's mother. To make the translation acceptable, it should be translated into *Aku akan katakan pada Ayah, Ibu akan kembali begitu selesai mengucapkan selamat tinggal kepada murid-muridnya*.

4. The effect of the translation techniques used on accuracy and acceptability

4.1. Accuracy

The effect of the techniques used on the quality of translation in term of accuracy can be described in the table as follows:

Table 10. The Percentage of Translation Techniques on Accuracy.

Technique	Level of Accuracy	Data number	Total	%
Adaptation	Accurate	045b	1	50
	Less Accurate	125	1	50
	Inaccurate	-	-	-
Total			2	100
Technique	Level of Accuracy	Data number	Total	%
	Accurate	003, 009, 029, 054, 056, 096,	13	86.7

Amplification		105, 108, 110b, 111, 113, 176b, 177		
	Less Accurate	024, 059	2	13.3
	Inaccurate	-	-	-
Total			15	100
Technique	Level of Accuracy	Data number	Total	%
Borrowing	Accurate	007, 008, 012, 028, 089b, 103d, 121, 133b, 134b, 138, 145b, 190	12	100
	Less Accurate	-	-	-
	Inaccurate	-	-	-
Total			12	100
Technique	Level of Accuracy	Data number	Total	%
Calque	Accurate	017b, 018, 023, 025a, 026, 031, 032b, 037, 039b, 043b, 045a, 047, 054, 060, 062, 089a, 092b, 092c, 099a, 099b, 100, 103a, 104b, 106b, 106c, 107b, 117, 120b, 122, 131b, 147a, 147b, 147c, 162a, 162b, 165, 170, 172, 173, 176b, 179, 180, 195	43	100
	Less Accurate	-	-	-
	Inaccurate	-	-	-
Total			43	100
Technique	Level of Accuracy	Data number	Total	%
	Accurate	120a	1	100

Generalization	Less Accurate	-	-	-
	Inaccurate	-	-	-
Total			1	100
Technique	Level of Accuracy	Data number	Total	%
Literal translation	Accurate	006, 016, 074b, 075b, 079, 084b, 087, 093, 095, 098, 107a, 109, 118, 141, 142, 145a, 145c, 151, 152, 154, 155a, 174, 185, 186, 187b, 192, 196	27	100
	Less Accurate	-	-	-
	Inaccurate	-	-	-
Total			27	100
Technique	Level of Accuracy	Data number	Total	%
Modulation	Accurate	085a, 091a, 097a, 104a, 114, 119, 127a, 161, 169	9	75
	Less Accurate	069, 070, 153	3	25
	Inaccurate	-	-	-
Total			12	100
Technique	Level of Accuracy	Data number	Total	%
Reduction	Accurate	002a, 002b, 003, 004, 005, 009, 010, 011, 014, 015, 019, 020, 021, 025b, 027, 030, 032a, 033, 034, 035a, 035b, 036, 039a, 039c, 040, 041, 042a, 042b, 043a, 044, 046, 048, 049, 050, 051, 052, 053,	132	96.4

		055, 056, 059, 060, 061, 063, 064, 065, 067, 068, 071, 072, 073, 074a, 075a, 076, 077, 078, 080, 081, 082, 083, 084a, 085a, 085b, 086a, 086b, 088, 091a, 092a, 096, 097a, 097b, 102, 103b, 104a, 105, 106a, 108, 110a, 110b, 112a, 113, 114, 115, 116, 119, 120a, 123, 124, 126, 127b, 128, 129, 130, 131a, 132, 133a, 134a, 135, 136, 137, 139, 140, 144, 148a, 149, 150, 155b, 156, 157, 158, 159, 160, 163a, 163b, 164, 166, 167, 168, 169, 171, 175b, 176a, 178, 181, 182, 183, 184, 187a, 188, 193, 194, 197, 198a		
	Less Accurate	024, 090, 091b, 145d, 146	5	3.6
	Inaccurate		-	-
Total			137	100
Technique	Level of Accuracy	Data number	Total	%
Deletion	Accurate	022, 057, 148b, 161	4	26.7
	Less Accurate	001a, 001b, 013, 017a, 038, 058, 066, 069, 070, 153	10	66.7
	Inaccurate	191	1	6.6
Total			15	100
Technique	Level of Accuracy	Data number	Total	%
	Accurate	017b, 018, 025a, 026, 029,	29	100

Transposition		039b, 039c, 043b, 054, 056, 059, 062, 077, 091a, 092b, 092c, 094, 105, 115, 122, 139, 142, 145c, 147b, 157, 173, 175a, 176b, 189		
	Less Accurate	-	-	-
	Inaccurate	-	-	-
Total			29	100
Technique	Level of Accuracy	Data number	Total	%
Synonym	Accurate	025a, 026, 029, 101, 103c, 112b, 143, 175a, 198b	9	100
	Less Accurate	-	-	-
	Inaccurate	-	-	-
Total			9	100

As shown by the table, the most technique used is reduction. There are 137 data which belong to this technique. The percentage of accuracy is that 96.4 % or 132 data are accurate and 3.6% or 5 data are less accurate.

From the percentage has shown above, the majority of the data of each technique is accurate. Each technique has great percentage for accurate level. This great percentage which belongs to each technique indicates that the translation of the children's book can be concluded as accurate translation. However, there are several less accurate data and inaccurate datum. Those data may contain certain problems in the meaning translation of colloquial expression, such as multiple or ambiguous meaning, lost in meaning, even omission or deletion.

Thus, based on the table, the most accurate technique is reduction. This technique contributes the major accurate data. There are 132 data using reduction technique of 230 accurate data. The least accurate technique is deletion. This technique contributes an inaccurate datum of one inaccurate datum found.

4.2. Acceptability

The effect of the techniques used on the quality of translation in term of acceptability can be described in the table as follows:

Table 11. The Percentage of Translation Techniques on Acceptability.

Technique	Level of Acceptability	Data number	Total	%
Adaptation	Acceptable	045b, 125	2	100
	Less Acceptable	-	-	-
	Unacceptable	-	-	-
Total			2	100
Technique	Level of Acceptability	Data number	Total	%
Amplification	Acceptable	003, 009, 024, 029, 054, 056, 059, 096, 105, 108, 110b, 111, 113, 176b, 177	15	100
	Less Acceptable	-	-	-
	Unacceptable	-	-	-
Total			15	100
Technique	Level of Acceptability	Data number	Total	%
Borrowing	Acceptable	028	1	8.4
	Less Acceptable	089b, 121, 103d, 138	4	33.3

	Unacceptable	007, 008, 012, 133b, 134b, 145b, 190	7	58.3
Total			12	100
Technique	Level of Acceptability	Data number	Total	%
Calque	Acceptable	017b, 018, 023, 025a, 026, 031, 032b, 037, 039b, 043b, 045a, 047, 054, 060, 062, 089a, 092b, 092c, 099a, 099b, 100, 103a, 104b, 106b, 106c, 107b, 117, 120b, 122, 131b, 147a, 147b, 147c, 162a, 162b, 165, 170, 172, 173, 179, 180, 195, 176b	43	100
	Less Acceptable	-	-	-
	Unacceptable	-	-	-
Total			43	100
Technique	Level of Acceptability	Data number	Total	%
Generalization	Acceptable	120a	1	100
	Less Acceptable	-	-	-
	Unacceptable	-	-	-
Total			1	100
Technique	Level of Acceptability	Data number	Total	%
Literal translation	Acceptable	006, 016, 074b, 075b, 079, 084b, 087, 093, 095, 098, 107a, 109, 118, 141, 145a, 151, 152, 154, 155a, 174,	25	92.6

		185, 186, 187b, 192, 196		
	Less Acceptable	142	1	3.7
	Unacceptable	145c	1	3.7
Total			27	100
Technique	Level of Acceptability	Data number	Total	%
Modulation	Acceptable	069, 070, 085a, 091a, 097a, 104a, 114, 119, 127a, 153, 161, 169	12	100
	Less Acceptable	-	-	-
	Unacceptable	-	-	-
Total			12	100
Technique	Level of Acceptability	Data number	Total	%
Reduction	Acceptable	002a, 002b, 003, 004, 005, 009, 010, 011, 014, 015, 019, 020, 021, 024, 025b, 027, 030, 032a, 033, 034, 035a, 035b, 036, 039a, 039c, 040, 041, 042a, 042b, 043a, 044, 046, 048, 049, 050, 051, 052, 053, 055, 056, 059, 060, 061, 063, 064, 065, 067, 068, 071, 072, 073, 074a, 075a, 076, 077, 078, 080, 081, 082, 083, 084a, 085a, 085b, 086a, 086b, 088, 090, 091a, 091b, 092a, 096, 097a, 097b, 102, 103b, 104a, 105,	135	98.5
	Less Acceptable			
	Unacceptable			

		106a, 108, 110a, 110b, 112a, 113, 114, 115, 116, 119, 120a, 123, 124, 126, 127b, 128, 129, 130, 131a, 132, 133a, 134a, 135, 136, 137, 139, 140, 144, 148a, 149, 150, 155b, 156, 157, 158, 159, 160, 163a, 163b, 164, 166, 167, 168, 169, 171, 175b, 176a, 178, 181, 182, 183, 184, 187a, 188, 193, 194, 197, 198a		
	Less Acceptable	145d, 146	2	1.5
	Unacceptable	-	-	-
Total			137	100
Technique	Level of Acceptability	Data number	Total	%
Deletion	Acceptable	022, 057, 058, 066, 069, 070, 148b, 153, 161	9	60
	Less Acceptable	001a, 001b, 013, 017a, 038, 191	6	40
	Unacceptable	-	-	-
Total			15	100

Technique	Level of Acceptability	Data number	Total	%
Transposition	Acceptable	017b, 018, 025a, 026, 029, 039b, 039c, 043b, 054, 056, 059, 062, 077, 091a, 092b, 092c, 094, 105, 115, 122, 139, 147b, 157, 173, 175a, 176b, 189	27	93.1
	Less Acceptable	142	1	3.45
	Unacceptable	145c	1	3.45
Total			29	100
Technique	Level of Acceptability	Data number	Total	%
Synonym	Acceptable	025a, 026, 029, 101, 103c, 112b, 143, 175a, 198b	9	100
	Less Acceptable	-	-	-
	Unacceptable	-	-	-
Total			9	100

Based on the table above, the most technique used is reduction. From 137 data found, 98.5% (135) of the data are acceptable and 1.5% (2) of the data are less acceptable.

As the percentage presented above, most of the data of each technique are acceptable. Each technique has great percentage (90% — 100%) for acceptable level except one technique. The technique is borrowing. In borrowing, most of the data are unacceptable. In this case, since the borrowing technique keeps the

original word of source language in target language, it may not be acceptable for the culture of target language.

Thus, as shown by the table, the most acceptable technique is reduction. There are 135 data which apply reduction technique of 226 acceptable data. The least acceptable technique is borrowing technique. This technique contributes the major data of unacceptable data. There are 7 data using reduction technique of 8 unacceptable data.

Chapter V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings in the previous chapter that has been stated, it can be concluded as follows:

1. There are four types of colloquial expression found in the children's storybook

The Secret Life of Ms Wiz. They are:

- a. Singular words = 45 data
- b. Clipped words = 2 data
- c. Contractions = 191 data
- d. Verb-adverb combinations = 9 data

2. The translator uses some translation techniques in translating the colloquial expression. In the children's storybook, the researcher finds ten translation techniques applied by the translator. They are as follows:

- a. Adaptation (2 data)
- b. Amplification (15 data)
- c. Borrowing (12 data)
- d. Calque (43 data)
- e. Generalization (one datum)
- f. Literal translation (27 data)
- g. Modulation (12 data)
- h. Reduction (137 data)

- i. Deletion (15 data)
- j. Transposition (29 data)
- k. Synonym (9 data)

In some data, the translator applies more than one translation techniques to translate one colloquial expression. Since so many problems arise because of the difference of language system between source text and target text, the translator may take some solutions by using some techniques to reach the equivalence.

3. In the research findings, there are ten techniques applied by the translator. They have different percentage for each level of accuracy and acceptability. From the percentage shown, the ten data found successfully transfer the meaning of colloquial expression of source language to target language since all of the techniques have great percentage (50% — 100%) of the level of accuracy. Similarly, the most techniques are good enough in solving the problem of the language and culture differences between source language and target language. Most of the techniques has great percentage (90% — 100%) for the level of acceptability except one technique. The technique is borrowing. It has great percentage for the lowest level of acceptability (unacceptable). The borrowing technique found in the children's storybook is pure borrowing since there is no change of the word taken from source language. It has great percentage (100%) for the level of accuracy but not for the level of acceptability. This technique may produce accurate translation since the translator is allowed to borrow (by keeping or naturalizing) the terms of source language when there is no

equivalence in target language. The technique may become one of the ways of the translator to introduce the terms of source language to improve the reader's knowledge. However, this technique may not be acceptable for the culture of target language. By keeping the word of source language in original form in target language, the translation sounds like translation, unnatural, clumsy, and not in accordance with the language system of the target language.

In the children's storybook, *The Secret Life of Ms Wiz*, most of data belong to the type of contractions. The contractions, mostly, use linking verb (Be: is, am, are, was, were) or auxiliary verb be; such as it's (it is), they're (they are), etc. In this case, the target language structure, Indonesian, does not have to be. The translator use reduction technique by reducing to be in target language to solve the difference of language system between source language and target language. This reduction does not reduce the meaning since the information of source text is not vital. Moreover, it makes the translation becomes natural for target language.

Based on the research findings in terms of accuracy, the translation can be regarded as accurate one. The research findings show that of 247 data, 230 data (93.1%) are accurate, 16 data (6.5%) are less accurate, and only one datum (0.4%) is inaccurate. Moreover, the average score of the mean is 1.08 indicating that the translation of the children's storybook is accurate. Meanwhile, the translation is also categorized as acceptable one since the average score of the mean is 1.12. From 247 data, 226 data (91.5%) are

acceptable, 13 data (5.3%) are less acceptable, and 8 data (3.2%) are unacceptable.

Considering the research findings, the most accurate technique is reduction. This technique contributes the major data (132 data) of 230 accurate data. The least accurate technique is deletion. This technique contributes an inaccurate datum of one inaccurate datum found. Meanwhile, the most acceptable technique is also reduction which contributes 135 data of 226 acceptable data. The least acceptable technique is borrowing technique which contributes 7 data of 8 unacceptable data.

B. Suggestion

1. Lecturers

This research can be used as an additional reference by lecturers in teaching the translation subject, especially in the field of colloquial expression. It can be used as an input to give the understanding about colloquial expression (the types of colloquial expression, the techniques used to translate colloquial expression, and the effect caused by the techniques used in terms of accuracy and acceptability) to the students.

2. English Department students

This research is expected to give additional information for students, especially English Department students about colloquial expression (the types of colloquial expression, the techniques used in translating colloquial expression,

and the effect caused by the techniques used in terms of accuracy and acceptability). Hopefully, those informations can improve their knowledge.

3. Other researchers

The result of this research is expected to be useful for those who want to conduct further research about colloquial expression. This research can be one of the source of information which might be needed to make a more detail research of colloquial expression. According to the research findings, the techniques proposed by Molina and Albir that are used in this research can not really show the real problems in translating colloquial expression. The translation techniques proposed only explain the colloquial expressions structurally. They can not explain the characteristics of the translation of colloquial expressions; whether the colloquial expressions are translated into colloquial form or into standard form. Therefore, the researcher suggests to other researcher to find another translation techniques which are more appropriate to analyze colloquial expressions clearly.

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